

DEPARTMENT OF BEHAVIORAL SCIENCES

Self-Study Report

for

B. A. Degree in Psychology

Southeastern Oklahoma State University

Durant, Oklahoma 74701-0609

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I. DEPARTMENTAL OVERVIEW

The Psychology program at Southeastern Oklahoma State University (Southeastern) has been in existence for nearly fifty years. Until 2003, the Psychology Program was part of the Social Sciences, when the Psychology program merged with Sociology, Criminal Justice, and the Clinical Mental Health Counseling (CMHC) and School Counseling graduate programs to create the Department of Behavioral Sciences. In 2015, the Early Intervention and Child Development (EICD) undergraduate and graduate programs were also added to the Department. As of now, the Department of Behavioral Sciences includes four undergraduate programs, (i.e., Psychology, Sociology, Criminal Justice, and EICD), and three graduate programs (CMHC, School Counseling, and EICD) that are all served by one Department Chair, Dr. Jennifer Hicks, and one Department Secretary, Carol Sugg.

The Psychology program provides undergraduate students a strong foundation in the study of behaviors, attitudes, and mental health. This prepares them for graduate study and careers in human services, counseling, social work, and psychology. The program requires students to complete a sequence of three research courses that prepare students to read and write scholarly manuscripts, to compute their own statistical analyses, and to become producers of their own research. In addition, many of the major classes such as multicultural, abnormal, and interviewing skills, are designed to prepare students to identify and to engage in difficult dialogues. Together, these elements prepare our majors to achieve their career goals.

The Psychology program serves the greater SE community by offering five to six sections of PSY 1113 – Introductory Psychology every semester (totaling 12 sections per year). In addition, every spring semester, we offer two sections of Introductory Psychology specifically designed

for the students in the honors program. Furthermore, many of our courses are included as degree requirements for other majors such as Sociology, Criminal Justice, Education, and Early Intervention and Child Development, Business, and Kinesiology.

A. Importance of the Program

The mission of the Psychology program is to introduce students to the theories and methodologies used to understand biological, cognitive, and social foundations of human thought, behavior, and relationships. We introduce students to psychological theories that describe the human condition through exploring areas such as development, thinking, intelligence, mental illness, personality, sexuality, learning, and social relationships. The program also provides students a strong foundation in scientific writing, statistics, and research methods to develop educated consumers of science. Finally, our senior clinical classes help students learn how to be active listeners and offer them the opportunity to complete a field experience in an agency setting. This combination of theory, methods and clinical skills sets an intellectual foundation, which prepares them to explore future directions and career goals across multiple domains.

Of the six universities under the oversight of the Regional University System of Oklahoma (RUSO), all offer a major and a minor in Psychology: Southeastern Oklahoma State University, Southwestern Oklahoma State University (221 miles), Northeastern Oklahoma State University (312 miles), Northwestern Oklahoma State University (312 miles), University of Central Oklahoma (166 miles), and East Central University (64 miles). As a result, the Psychology program at Southeastern is the only one available to serve Oklahoma residents in the geographic area east of Interstate 35, south of Interstate 40. Texas A&M University-Commerce (73 miles) does offer a bachelor's degree in Psychology but Oklahoma residents would be

required to pay out-of-state tuition to attend. Because of its location, Southeastern also serves as a resource for communities in western Arkansas and northern Texas.

A. Changes in Personnel

Over the last 5-year cycle, the following individuals have taught courses in the Psychology program (See Table 1). Since 2015-16, the Psychology program dropped from a total of seven full-time faculty to four in 2020-2021.

Table 1. Faculty Demographics (all faculty and adjuncts - past 5 years, current faculty listed first) in the Psychology Program.

Instructor Name	Current rank	Teaching Field(s)	Terminal Degree	Years at Southeastern
Tenure-Track Psychology Faculty				
HALL C	Professor	Psychology	Ph.D.	23
HICKS JE	Associate Professor	Psychology	Ph.D.	17
MADEWELL A	Associate Professor	Psychology	Ph.D.	7
ATCHLEY L	Associate Professor	EICD	Ph.D.	6
DUELL B	Associate Professor	Psychology	Ph.D.	N/A-Left SOSU in 2018
PONCE-GARCIA	Assistant Professor	Psychology	Ph.D.	N/A-Left SOSU in 2020
Tenure Track Behavioral Science Department Faculty from non-Psychology Programs				
CRISWELL R	Assistant Professor	School Counseling	Ph.D.	N/A-Retired in 2017
MAUZEY E	Professor	School Counseling	Ph.D.	N/A-Retired in 2018
REID J	Professor	CMHC Counseling	Ph.D.	N/A-Retired in 2020
SNEED T	Assistant Professor	CMHC Counseling	Ph.D.	N/A-Left SOSU in 2020
Full Time Psychology Instructors:				
CROW T	Regular FT Instructor	School Counseling	M.A.	N/A-Retired in 2016
WOLFE D	TFT/Adjunct Instructor	Psychology	M.A.	N/A-Left SOSU in 2021
Faculty Demographics by Experience and Development				
Instructor Name	Course delivery mode experience (Y/N)		Number of professional development courses and trainings attended; and certificates earned.	
	Face-to-Face	Distance	> 5 yrs. ago	Within last 5 years
Tenure-Track Psychology Faculty				
HALL C	Y	Y	20	8
HICKS JE	Y	Y	10	3
MADEWELL A	Y	Y	4	8
ATCHLEY L	Y	Y	>50	35
DUELL B	Y	Y	No longer employed by the university	
PONCE-GARCIA	Y	Y	No longer employed by the university	

Instructor Name	Course delivery mode experience (Y/N)		Number of professional development courses and trainings attended; and certificates earned.	
	Face-to-Face	Distance	> 5 yrs. ago	Within last 5 years
Tenure Track Behavioral Science Department Faculty from non-Psychology Programs				
MAUZEY E	Y	Y	No longer employed by the university	
CRISWELL R	Y	N	No longer employed by the university	
REID J	Y	Y	No longer employed by the university	
SNEED T	Y	Y	No longer employed by the university	
Full-Time Psychology Instructors				
CROW T	Y	Y	5	14
WOLFE D	Y	Y		4
Instructor Name	Current rank	Teaching Field(s)	Terminal Degree	
Psychology Adjunct Instructors:				
BOATMUN T	Adjunct Instructor	Psychology	Ph.D.	
CALIX S	Adjunct Instructor	Psychology	Ph.D.	
COUCH F	Adjunct Instructor	Psychology	M.A.	
COX K	Adjunct Instructor	Psychology	M.Ed.	
DANIELS C	Adjunct Instructor	Psychology	M.A.	
FRANKLIN S	Adjunct Instructor	Psychology	M.A.	
FULENCHEK D	Adjunct Instructor	Psychology	M.A.	
GIAMPORCARO	Adjunct Instructor	Psychology	M.Ed.	
HUDGENS E	Adjunct Instructor	Psychology	M.A.	
JAMISON A	Adjunct Instructor	Psychology	M.Ed.	
JONES P	Adjunct Instructor	Psychology	M.A.	
JORGENSEN J	Adjunct Instructor	Psychology	Ph.D.	
KYTOLA K	Adjunct Instructor	Psychology	M.S.	
LIM M	Adjunct Instructor	Psychology	Ph.D.	
LOWRY A	Adjunct Instructor	Psychology	M.A.	
MORALES K	Adjunct Instructor	Psychology	M.A.	
MORGAN K	Adjunct Instructor	Psychology	M.Ed.	
MULLENS C	Adjunct Instructor	Psychology	M.A.	
RORING S	Adjunct Instructor	Psychology	Ph.D.	
SELLERS B	Adjunct Instructor	Psychology	M.A.	
SHIPMAN D	Adjunct Instructor	Psychology	M.Ed.	
SHULENBERGER	Adjunct Instructor	Psychology	M.Ed.	
SPENCER S	Adjunct Instructor	Psychology	M.A.	
SUMRALL R	Adjunct Instructor	Psychology	Ph.D.	

In 2015-2016, the Psychology Program had a total of 19 people teaching Psychology courses. This included six Tenure Track Faculty, one Full Time Instructor, and twelve adjuncts. This dropped to a total of 18 people in 2020-2021; however, the program has lost 3 tenure track

positions and the number of adjunct instructors has increased. As such in 2020-2021, the Psychology Program had only three full time Tenure-track faculty members, one Temporary Full Time Instructor, and thirteen adjuncts teaching psychology courses. While the program has been able to maintain the volume of teaching and SCH production, the reliance on adjunct faculty increases the administrative burden of program management, student advisement, and adjunct recruitment, hiring, and training activities on program faculty.

There has been considerable turnover in the Psychology faculty from 2015 through 2021. In May 2016, Tammy Crow retired, and her position was not filled. This was during the same year all faculty and staff at Southeastern received furlough days, some employees were terminated, and open positions were not filled for the 2016-17 academic year, due to Oklahoma State budget cuts. In May of 2017, Dr. Atchley was reassigned to serve as the Program Coordinator for the Early Intervention and Child Development undergraduate and graduate programs, and her position was not filled. In May of 2018, Dr. Duell left Southeastern for a position at another university that provided better financial compensation. Dr. Duell's position was filled by Dr. Ponce-Garcia in Fall 2018. In July 2018, Dr. Mauzey (Chair of Behavioral Sciences) retired, and his position was not filled. Dr. Hicks took over the Department Chair role in Fall 2018, reducing her teaching load to half time (2/2). The following year, Dr. Spencer retired from her long-time adjunct position where she taught three courses a semester, with a cross-listed course (PSY/SOC 3313 – Statistics for Behavioral Sciences) where she taught the developmental students. Her doctorate in Special Education helped to improve our D/F/W rates for this course. Then, in June of 2020, Dr. Ponce-Garcia resigned, and her position was filled with a temporary full-time instructor, Donna Wolfe. Donna resigned from her full-time instructor position in December 2020 to gain permanent full-time employment. In Fall 2020, Dr. Hall was

reassigned to teach courses for the graduate program in Clinical Mental Health Counseling, due to loss of program faculty in that area. During the academic year 2020-2021, Dr. Madewell was the only full-time psychology faculty member teaching a regular load (4/4) for the Psychology program.

In Fall 2021, Dr. Courtney Boise was hired as a tenure-track professor, responsible for teaching a 4/4 load, and Dr. Simons-Rudolph was hired as a remote instructor, responsible for teaching a 5/5 load in 2021-2022. Dr. Hall retired in May 2022, and Dr. Boise submitted her resignation in May 2022. Both positions will be filled. These considerable changes in Tenure Track and Full Time Instructors over the last five years has placed a significant burden on the Psychology program, particularly on Dr. Madewell as the Psychology Program Coordinator. To maintain the level of SCH production by the department, it will be important to allocate University resources to more faculty lines in Psychology.

All of the Full Time Tenure Track Faculty and Instructors in the Psychology program have earned Doctoral degrees from well-respected programs in Psychology. Dr. Boise, Dr. Hall, Dr. Hicks, Dr. Madewell, and Dr. Simons-Rudolph have earned doctorate degrees in their fields of Psychology from a brick-and-mortar doctoral level institution. Each is an experienced instructor who is knowledgeable of their content area.

B. Financial Resources

The table below shows the resources that have been available to support the Department of Behavioral Sciences which includes the Psychology program (See Table 2). While the Teaching Salaries have increased over time, the number of Full-Time Faculty in the Program has dropped from 7 Faculty (6 Tenure Track and 1 Full-Time Instructor) in 2017 to 5 Faculty (4

Tenure Track and 1 Full-Time Instructor) in 2021 and the number of adjuncts has increased from 11 to 13.

Table 2. Departmental Allocations by Budget Category from FY2016 TO FY2020.

BUDGET CATEGORIES	FY2017	FY2018	FY2019	FY2020	FY2021
Teaching Salaries	\$ 922,451.00	\$ 831,656.00	\$ 846,423.00	\$ 939,036.00	\$ 1,132,843.00
Professional Salaries	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00	\$ 60,000.00	\$ 60,000.00
Non-Professional Salaries	\$ 33,511.00	\$ 33,511.00	\$ 33,511.00	\$ 34,856.00	\$ 34,853.00
Fringe Benefits	\$ 388,059.00	\$ 352,141.00	\$ 366,658.00	\$ 403,218.00	\$ 484,940.00
Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL SERVICES	\$ 1,365,021.25	\$ 1,238,308.00	\$ 1,267,592.00	\$ 1,437,110.00	\$ 1,712,636.00
Travel	\$ 2,055.00	\$ 1,545.00	\$ 1,308.00	\$ 1,308.00	\$ 1,310.00
Supplies and Other Operating Expenses	\$ 21,893.00	\$ 37,162.00	\$ 9,376.00	\$ 10,241.00	\$ 9,935.00
Academic Partnerships	\$ -	\$ -	\$ 270,025.00	\$ 285,000.00	\$ -
Transfers and Other Disbursement	\$ -	\$ -	\$ -	\$ -	\$ -
Property, Furniture, and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PERSONNEL SERVICES	\$ 23,948.00	\$ 38,707.00	\$ 280,709.00	\$ 296,549.00	\$ 11,245.00
TOTAL ALLOCATION	\$ 1,388,969.25	\$1,277,015.00	\$ 1,548,301.00	\$ 1,733,659.00	\$ 1,723,881.00

C. Supplemental Financial Resources

The Psychology program does not receive funding from external sources such as grants. The Southeastern Foundation does provide a modest amount of money each year that is used to pay tuition waivers for outstanding students who are majoring in Psychology.

D. Adequacy of Space, Equipment, and Technology

An annual survey of the faculty at Southeastern is conducted by the Faculty Senate (See Table 3). This survey includes questions about the adequacy of the facilities and technology. The data reported here are at the university level for the items asking about both the adequacy of

space (i.e., support for facilities) and the instructional technology (i.e., instructional technologies current and available).

	2016 (N=108)	2017 (N=103)	2018 (N=85)	2019 (N=85)	2020 (N=77)	2021 (N=58)
The University devotes enough of its resources to support its facilities & spends them efficiently	27%	33%	38%	23%	15%	8%
The University devotes enough of its resources to keep instructional technologies both current & widely available	61%	68%	69%	60%	40%	43%

Data suggest consistent concerns from faculty regarding the adequacy of the facilities, which comprise the classroom and office space at the university. Program faculty have access to office and classroom space in Russell Building to meet with and teach students, though some faculty offices are shared space divided by temporary walls. Further, the university has invested in improvements to increase access to technology in classrooms. However, further efforts are needed to fully address student and faculty needs. Data show that the faculty University Instructional Technology are less current and available than five years ago. However, the concern may be an artifact of the Covid pandemic and the rapid shift from traditional face-to-face courses to online learning. Further, The Center for Instructional Development and Technology on Campus (CIDT) is available to assist faculty and students with their use of technology in the classroom, as well as troubleshooting issues with Blackboard and Zoom.

E. Advisory Board

The Psychology program does not currently have an advisory board.

F. Work Environment

As Department Chair, Dr. Hicks has created a supportive and cohesive work climate in which the Psychology program faculty members are able to function as an independent disciplinary unit with professional autonomy. Department of Behavioral Sciences faculty and staff meet at least once a semester to discuss university updates and goals for the semester as a large department. Dr. Hicks encourages and mentors us in terms of teaching, advising, and engaging in scholarly activities. Collegial relationships exist among the faculty members of the Psychology, Early Intervention and Child Development, Criminal Justice, and Sociology undergraduate programs. While the growth in online course offerings has changed the format through which interactions take place, supportive and constructive dialogue occurs through email and Zoom, in addition to occasional face-to-face interactions.

G. Overview of Strengths and Weaknesses

The Psychology program is an extremely productive and efficient academic unit that generates a high volume of Student Credit Hours (SCH). It plays an important role in the General Education Program at Southeastern by offering PSY 1113 – Introductory Psychology that serves the entire university. Furthermore, we serve a high number of majors and minors given the limited number of full-time faculty. Members of the program serve on university committees, engage in scholarly endeavors, and provide personalized advising for each student who is majoring or minoring in Psychology. A current weakness in the Psychology program is the overreliance on adjunct faculty. While this does allow the program to maintain high SCH productivity, it also increases the administrative burden on program faculty, particularly the Psychology Program Coordinator.

Due to the combined impact of decreased state allocations to the university budget and the Covid Pandemic, the Psychology Program at Southeastern has lost many high-quality full-time and adjunct faculty. The program has dropped from a high of seven full-time faculty members in 2016-2017 to four in 2020-2021. Two recent hires (Dr. Simons-Rudolph and Dr. Courtney Boise) replaced faculty who left Southeastern; however, Dr. Boise has since submitted her resignation. Two temporary full-time psychology instructors have been hired to fill the positions vacated by Dr. Hall and Dr. Boise in May 2022. In August 2022, we will begin a new faculty search to fill both of these faculty lines. However, accounting for Dr. Hicks's role as Department Chair reduces the current number of Psychology faculty to 4.5 full-time faculty members. Despite the high SCH production of Psychology faculty, the program is primarily offering the minimum number of courses to ensure students are able to graduate on time and that we are meeting our service obligations to other programs on campus. However, this also means that the program is not able to offer many elective courses taught by full-time faculty, there are limited opportunities for student research/internships/field experiences, and student organizations such as the Psi Chi Honor Society and Psychology Club have not been active since Covid began in Spring 2020. Each of these opportunities would improve our students' learning experiences and likely increase our value to the Department and University.

II. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS PROGRAM REVIEW

The most recent program review for psychology was conducted in 2009-2010. Although the process was initiated in 2015-16, extreme budget cuts during that academic year had a profound impact on all university functions. Most recently, program review was scheduled to begin during the 2019-2020 academic year, but the COVID pandemic again affected all

university functions, delaying the process once more. As such, recommendations from the previous review may not be as pertinent to the current program, which has undergone many changes in both curriculum and faculty.

Below is a summary of the most recent self-study recommendations and actions taken based on those recommendations:

Consultant Feedback and Recommendations

<u>Area Addressed and Evaluative Descriptor:</u>
Faculty qualifications and dedication —Very Strong
Recommendations: Increase the number of diverse full-time faculty in the department. In particular, the consultant recommended hiring additional faculty members with expertise in the areas of cognitive and/or physiological psychology and statistics and research and to reduce heavy reliance upon adjunct instructors.
Action Taken Based on Recommendations: This continues to be a recommendation of program faculty. A full-time instructor position was added in 2021-22. However, this only replaced a line that had previously been eliminated during budget challenges faced by the university. This will be particularly crucial once the online program is launched.
Curriculum —Very strong; reviewer concurred with planned curriculum modifications
Recommendation: More experimental, cognitive, and physiological coursework; add special topics courses; revitalize Industrial Organizational Psychology course.
Action Taken Based on Recommendations: Curriculum modifications were submitted in Fall 2015, and the current degree plan was implemented in Fall 2016. Though elective courses are regularly offered in cognitive and physiological psychology, these courses are taught by adjunct instructors rather than program faculty. Additional faculty hires are needed to accomplish this recommendation.
Support provided to students —Strong
Recommendation: Develop a faculty incentive plan for research and mentoring students.
Action Taken Based on Recommendations: Faculty regularly mentor students in research projects and scholarly activities; however, they are typically not compensated for these activities. There is still no incentive plan in place, though the issue has been brought to the attention of the VPAA. The primary challenge in developing such an incentive plan relates to equity in faculty compensation across all university programs.

Compatibility with university, departmental, and program mission—Excellent
<i>Recommendations:</i> Continue monitoring student learning objectives. Conduct regular, systematic discussions about needed resources without the advantage of an accreditation process to justify program needs.
<i>Action Taken Based on Recommendations:</i> This is a particular area of strength for the psychology program. Annual program assessment incorporates a broad range of measures of student performance and program outcomes. Faculty meet regularly to discuss program planning and needs and to make modifications as indicated. Financial resources are limited, but there is strong and consistent evidence to suggest students within the program are achieving learning outcomes established by the program.
Operational procedures related to program costs and resources—Needs improvement.
<i>Recommendations:</i> <ul style="list-style-type: none"> • Hire additional faculty members. • Hire a graduate assistant. • Distribute advising duties. • Provide clear guidance regarding tenure and promotion procedures.
<i>Action Taken Based on Recommendations:</i> <ul style="list-style-type: none"> • There continues to be a need for new faculty positions. • The number of graduate assistants budgeted for the department was increased several years ago, and there is currently a GA assigned primarily to the psychology program. This individual is responsible for managing SONA, which is the database that is used to recruit student research participants, as well as to collect and store data. • Advising duties are divided in alphabetical order by student last name, with each advisor being responsible for a particular range of students. • New faculty meet with the Department Chair at the beginning of the fall semester during their first year to discuss the annual departmental evaluation process, which serves as the basis for tenure and promotion decisions.

III. REVIEW OF PROGRAM

A. Description of Current Program Requirements

The current Program Requirements were organized in 2016. Program faculty are currently in the process of updating the Psychology curriculum to add an online degree program and to update the requirements in line with best practices for the field.

The current major in Psychology consists of 40 semester hours (13 courses + 1 one-credit seminar). The curriculum requires a core set of 8 courses, which includes four courses focused

on Research Methods in Psychology. Students are required to take one course with a diversity focus, as well as three elective courses. The final two courses provide students a focus on either counseling or advanced research methods. The Psychology minor consists of 18 semester hours (6 courses). This includes Introduction to Psychology, two advanced content courses, and three electives. (See Appendix II – 2016 Degree Program Worksheet).

B. Description of New 2023 Proposed Program Requirements

The updated 2023 Psychology Curriculum was designed to build on the strengths of the current curriculum while addressing three identified needs. First, pedagogically the program wanted to provide a more consistent scaffolded structure for both majors and minors in Psychology. Second, in line with trends in student recruitment, the Psychology Program is developing a fully online degree program in Community Psychology to complement the existing applied human service focus. Third, the program has recognized the need for a Comprehensive Option for the Psychology Major to address student interested in the application of Psychology to human endeavors outside of human services such as sports, management, marketing, forensics, or engineering, to name a few.

The 2023 Psychology Curriculum will remain at 40 credit hours (13 courses + 1 one-credit seminar) but expand into a total of 4 Degree Tracks: (1) Comprehensive, (2) Clinical, (3) Community Psychology, and (4) Advanced Research. The revised curriculum includes a common two-part core for all four tracks with 5 foundational content courses and 3 research methodology courses. (See Appendix II – 2023 Degree Programs).

Track 1: Comprehensive – allows 3 elective courses, and two Track Courses in Abnormal Psychology and Psychometrics (advanced methods). This track will be offered both in person and online.

Track 2: Clinical – focuses on introducing students to basic level clinical decision making and interviewing techniques. This Track provides students 2 elective courses, and three Track courses in Abnormal Psychology, Interviewing Skills, and Field Experience (internship). This track will require face-to-face instruction for the Interviewing Skills and Field Experience courses, although many of the courses could be taken as either in person or online formats.

Track 3: Community Psychology – emphasizes the identification of community need as well as program development and evaluation. Students will take 2 electives along with three Track Courses, The Psychology of Child Trauma, Community Psychology, as well as Grantsmanship and Program Evaluation. This program will be taught completely online.

Track 4: Research Methods – focuses on student mentoring in research with 2 electives, two advanced research courses and a research practicum. This course will be offered both in person and online.

This revised curriculum will provide several benefits to the program and students. First, the scaffolded core will provide students a more consistent foundation in Psychology that can be built upon in both elective and Track required courses. This structure core will reduce the variability in student knowledge of Psychology theories and principles, allowing elective and Track courses to be taught at a higher and more consistent level. Second the addition of the Community Psychology program will broaden the human services focus by including training in program development, management, as well as evaluation and grant writing. This training should increase the employability of our graduates.

IV. Summary of Headcount, SCH Production, and Number of Graduates

The Psychology program consistently exceeds the University Averages for all metrics including: (a) number of students, (b) number of BA Graduates, (c) semester credit hour

production (SCH), and (d) student headcount in courses across both face-to-face and online offerings. In both student headcount and SCH production, courses regularly offered in the Psychology program typically double and occasionally triple the University Averages.

It is also notable that all Psychology Tenure-Track and Full Time Instructors, as well as one-third of adjunct instructors significantly exceed the university average for Semester Credit Hours annually and in both the Total and Average SCH measures (See Table 4 below).

<i>Table 4. Semester Credit Hour Production of Psychology Faculty 2015-2021</i>								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total SCH	Average SCH
University Average (UG)	294.9	308.8	294.4	300.3	300.7	311.2	978.6	240.9
Instructor Name								
Tenure-Track Psychology								
ATCHLEY L	228	216					444	222.0
DUELL B	594*	750*	687*	108			2139*	534.8*
HALL C	828*	833*	786*	741*	711*	133	4032*	672.0*
HICKS JE	596*	568*	611*	252	363*	288	2678*	446.3*
MADEWELL A	787*	567*	497*	547*	342*	465*	3205*	534.2*
MAUZEY E	67	370*	432*				869	289.7*
PONCE-GARCIA	18		126	495*	662*	138	1439*	287.8*
Tenure Track other BS Dept.								
CRISWELL R		75					75	75.0
REID J	123	162	42	51	27	75	480	80.0
SNEED T			186			120	306	153.0
FT Instructors:								
CROW T	1134*	480*	456*	342*	402*		2814*	562.8*
WOLFE D						516*	516	516.0*
Adjuncts:								
BOATMUN T			228	309*	252	282	1071*	267.8*
CALIX S				96	90		186	93.0
COUCH F				90	117	186	393	131.0
COX K	15						15	15.0
DANIELS C	426*	468*					894	447.0*
FRANKLIN S	39						39	39.0
FULENCHEK D	117						117	117.0
GIAMPORCARO					99	375*	474	237.0
HUDGENS E					117	294	411	205.5
JAMISON A	18						18	18.0
JONES P	102						102	102.0
JORGENSEN J	93	84					177	88.5

KYTOLA K			273				273	273.0*
LIM M	465*	402*	264	183		42	1356*	271.2*
LOWRY A			27	99	201	162	489	122.3
MORALES K				78	195	123	396	132.0
MORGAN K	63						63	63.0
MULLENS C				216	279	438*	933	311.0*
RORING S			51				51	51.0
SELLERS B				114			114	114.0
SHIPMAN D				225	105	16	346	115.3
SHULENBERGER				108	234	474*	816	272.0*
SPENCER S	12	6	150	153	216		537	107.4
SUMRALL R			216	252	417*	222	1107*	276.8*
VITEZ M						480*	480	480.0*
WYATT L	66						66	66.0

Over the last five years the number of students and the number of graduates in Psychology has shown a modest decline from a high in 2015-2016 to current levels in 2020-2021, while remaining well above the university averages in both categories.

Table 4A. Number of Psychology Students Compared to University Average

	Number of Students					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
University Average (UG)	88.8	87.7	89.7	91.4	93.3	97.8
PSY.BA	237	245	212	188	161	143
% Over Average	266.89%	279.36%	236.34%	205.67%	172.56%	146.22%

Table 4B. Number of Psychology Graduates compared to University Average

	Number of Graduates					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
University Average (UG)	17.0	16.8	15.9	15.7	15.4	19.3
PSY.BA	51	41	43	31	23	31
% Over Average	300.00%	244.05%	270.44%	197.45%	149.35%	160.62%

Trends in the SCH and the Student headcount for Introduction to Psychology (PSY 1113) have remained significantly above and generally in sync with changes in the University Averages. There has been an overall decline in the number of both SCH and Students over the

last five years. However, the percentage of SCH and Students in relation to University Averages have slightly increased since 2015-2016, with a peak in 2019-2020.

Table 4C. Overall Number of Semester Credit Hours compared to University Average

	Number of Semester Credit Hours (SCH)					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
University Average (UG)	1785.5	1752.0	1834.9	1878.8	1929.3	1901.6
PSY.BA	4945	4881	4409	3571	3392	2799
<i>% Over Average</i>	<i>217.44%</i>	<i>202.82%</i>	<i>207.94%</i>	<i>170.86%</i>	<i>260.07%</i>	<i>219.48%</i>

Table 4D. PSY 1113 Student Headcount for F2F and Online (DE) sections vs University Averages

Course	Student Headcount											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
General Education	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE
University Average	133.8	61.2	138.8	59.9	132.7	56.3	127.5	47.5	114.5	54.3	66.6	87.4
<i>Combined Average</i>	<i>195.0</i>		<i>198.7</i>		<i>189.0</i>		<i>175.0</i>		<i>168.8</i>		<i>154</i>	
PSY 1113	331	93	322	81	291	102	325	74	361	78	72	266
<i>PSY 1113 Combined Total</i>	<i>424</i>		<i>403</i>		<i>393</i>		<i>299</i>		<i>439</i>		<i>338</i>	
<i>% Over Average</i>	<i>217.44%</i>		<i>202.82%</i>		<i>207.94%</i>		<i>170.86%</i>		<i>260.07%</i>		<i>219.48%</i>	

The student headcount for all other courses offered by the Psychology program has also been consistently high over the last five years. In each academic year, 27% and 67% of the face-to-face courses offered have a higher student headcount than the university average, respectively.

Table 4E: Student Headcount for F2F course sections compared to University Averages

Course	Face-to-Face					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Other Courses	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
University Average (UG)	21.9	21.7	20.8	19.3	18.9	14.7
PSY 2113	63**	50**	36*	53**	33*	
PSY 2243		8				
PSY 3033†		50**	41*	20*	16	
PSY 3123	98**	86**	23*			
PSY 3313†	29*	26*	37*	15	29*	
PSY 3353		21*				
PSY 3393	34*	29*	24*			
PSY 3413	5					
PSY 3433†	38*	27*	31*	12	25*	
PSY 3513	25*	28*		31*	13	
PSY 3523		10		17	17	
PSY 3613						15*
PSY 4353†			14		13	
PSY 4373			6			
PSY 4393†		21	25*	16	12	
PSY 4453	1	3	1	2	2	
PSY 4543	9					8
PSY 4553	1	2	3	3	1	
PSY 4960		1				
PSY 4961		1				
PSY 4970						15*
PSY 4971	1	2				
PSY 4973	40*	7	44**	5	18	
<i>% of Courses Over Average</i>	58.33%	47.06%	66.67%	30.00%	27.27%	67.68%

† indicates core course in Psychology Major

* exceeds University Average

** indicates at least 200% over University Average

For online courses, between 42% and 77% of courses have been above the University Average. With an average of 63% or more of courses since 2017-2018. This appears to reflect a shift in courses toward online formats. It is likely that COVID has accelerated the transition towards online learning across the university. In response to this trend, the Psychology program is currently developing an online Psychology degree program. Currently, students are required to

take at least 1 face-to-face course on campus to graduate with a degree in Psychology. We will continue to offer this option and add two additional Tracks that students will be able to complete primarily or completely online.

Table 4F. Student Headcount for Online course sections compared to University Averages

Course	Online - Full Semester (16 week)					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Other Courses	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
University Average (UG)	37.8	33.2	30.2	26.6	25.8	24.8
PSY 2243				63**	65**	72**
PSY 3033†	47*	28	23	46*	18	71**
PSY 3123	133**	123**	144**	56**	63**	68**
PSY 3213	21	40*	55*	36*	43*	
PSY 3233	27	21	33*	25		
PSY 3313†	48	44*	17			54**
PSY 3353	77**	36*	42*			
PSY 3363	31	28	39*	24		29*
PSY 3373	83**	72**	44*	29*	34*	
PSY 3413					29*	30*
PSY 3433†	28	28	16			23
PSY 3493			37*			
PSY 3523				29*	27*	86**
PSY 4313†	57*	37*	34*	30*	33*	29*
PSY 4353†	62*	28	31*	22	15	39*
PSY 4373	10	7				
PSY 4393†	37	28	38*	19	21	45*
PSY 4453						3
PSY 4543						14
PSY 4553						3
PSY 4973	30					
PSY 4980						37*
PSY 4981†					19	
PSY 4990						1
<i>% Over Average</i>	42.86%	46.15%	76.92%	63.63%	63.63%	68.75%

† indicates core course in Psychology Major

* exceeds University Average

* indicates at least 200% over University Average

A. Student Diversity

Provided below is a 5-year comparison of demographic characteristics of Psychology

majors and minor:

Table 5. Student Demographics in the Psychology Program: A Comparison Between Current Students and Those Five Years Ago.

Majors	Year	Num.	Female	Asian	African-Amer.	Hispanic	Native Amer	Hawaiian/Pacific Isl	Caucasian	2+
University Average (UG)	16-17	195.6	54.6	2.7	7.2	7.4	15.4	1.2	53.9	18.1
	20-21	101.1	30.5	2.3	4.9	6.6	8.8	1.0	28.6	11.1
PSY.BA										
16-17	16-17	245	202		14	10	36		140	45
20-21	20-21	143	120	1	6	12	18		73	33
Second Majors	Year	Num.	Females	Asian	African-Amer.	Hispanic	Native Amer	Hawaiian/Pacific Isl	Caucasian	2+
University Average (UG)	16-17	4.1	3.3	1.0	1.3	1.1	1.4	1.0	2.6	1.7
	20-21	1.9	1.3		1.0	1.0	1.5		1.6	1.2
PSY.BA	16-17	13	12		1	2	1		5	4
	20-21	3	3			1			2	
Minors	Year	Num.	Females	Asian	African-Amer.	Hispanic	Native Amer	Hawaiian/Pacific Isl	Caucasian	2+
University Average (UG)	1617	8.5	5.2	2.0	1.6	1.7	1.9	1.0	5.1	2.7
	2021	5.5	3.8	1.0	1.7	1.0	1.8		3.8	1.8
PSY	1617	38	28		1	4	4	1	24	4
	2021	17	11		1		4		8	4

The majority of majors (84%) and minors (65%) within the Psychology program identify as female. This was true in 2016-2017, and it remained the case in 2020-2021. In 2020-2021, approximately 51% ($n = 73$) of the sample reported a Caucasian identity, 23% (33) reported a mixed heritage, 12.6% (18) reported a Native American identity, 4.2% (6) were Black/African American, and <1 % (1) reported an Asian identity. There were fewer Native American (2.1%

decrease) and African American (1.5% decrease) majors in 2020-2021 compared to 2016-2017 data, but the number of Hispanic American (4.4% increase) majors increased.

While the Psychology program does not have a targeted recruitment effort at K-12 schools or community colleges, the Department of Behavioral Sciences as a whole participates in various recruiting events hosted by the university.

B. Retention and Completion Rates

To make the program more accessible to all students, a concerted effort has been made to move courses within the curriculum out of the 16-week face-to-face format and into the 7-week online format. Data does not currently exist to examine the impact of this change on retention and completion rates. However, it is likely that offering courses in a format that does not require commuting to campus or blocking out specific periods of time on particular days of the week will improve the opportunity for students to remain in the program and complete their course of study.

Table 9. Average GPA and Drop/Fail/Withdrawal Rates by Course

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W
General Education Courses												
Univ. Average	2.70	23.6%	2.78	23.3%	2.76	24.6%	2.72	25.4%	2.94	21.3%	2.65	28.2%
General Education and Service Courses												
PSY 1113	2.47	29.4%	2.81	22.8%	2.69	23.3%	2.65	27.2%	2.88	22.2%	2.69	28.9%
PSY 2113	3.55	6.3%	3.48	6.0%	3.51	5.6%	3.17	9.4%	3.25	16.3%	2.70	19.3%
PSY 2243	3.21	15.4%	3.59	5.7%	3.66	9.1%	3.37	8.7%	3.68	4.6%	2.88	15.3%
PSY 3523			3.50	0.0%			2.97	23.9%	3.68	18.2%	2.86	17.4%
PSY 4313	2.88	22.7%	2.68	25.0%	2.62	32.2%	2.62	25.0%	3.07	18.2%	2.70	19.4%
PSY 3123	2.84	21.8%	2.64	26.0%	2.81	24.6%	2.85	18.4%	3.00	14.5%	2.99	20.1%
PSY 3413	3.20	20.0%	3.24	9.4%			2.95	16.7%	3.66	22.5%	3.28	13.3%
PSY 3613							3.43	26.9%			3.36	13.3%

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA	% D/F/W		Avg. GPA	% D/F/W	Avg. GPA	% D/F/W	Avg. GPA
Major Courses												
PSY 3033	2.92	26.4%	2.55	28.7%	2.50	34.2%	2.50	50.6%	3.15	29.7%	2.39	33.8%
PSY 3313	2.72	23.0%	2.81	18.1%	2.72	22.0%	2.83	25.0%	3.38	17.2%	3.17	22.8%
PSY 4373	2.20	40.0%	1.83	42.9%	2.67	33.3%			3.50	0.0%	1.67	55.6%
PSY 3213	2.76	14.3%	3.76	5.0%	3.53	12.7%	3.39	2.8%	2.98	16.3%		
PSY 3233	3.17	14.8%	3.55	9.5%	3.47	6.1%	3.30	12.0%				
PSY 3243					2.81	28.0%						
PSY 3353	3.23	6.5%	3.07	10.5%	3.17	8.8%	3.70	18.8%	3.42	5.6%	3.43	5.2%
PSY 3363	2.72	16.1%	2.07	32.1%	3.14	15.4%	2.88	24.1%	3.33	6.3%	3.69	0.0%
PSY 3373	3.19	15.7%	3.18	17.3%	3.14	21.3%	3.64	10.0%	3.36	19.7%	3.60	5.9%
PSY 3393	2.94	14.7%	2.94	18.4%	2.73	25.0%	3.15	35.3%	3.69	8.3%		
PSY 3433	3.10	15.2%	2.88	20.0%	3.53	10.6%	3.33	11.5%	3.50	4.0%	3.27	4.3%
PSY 3493					2.76	27.0%						
PSY 3513	3.32	3.6%	2.62	17.9%			2.68	9.7%	3.34	10.5%		
PSY 3833					2.42	35.7%						
PSY 4353	2.88	17.7%	2.68	26.5%	3.00	20.0%	2.90	22.2%	3.25	7.1%	3.24	2.6%
PSY 4393	3.27	8.5%	3.14	13.8%	2.92	14.3%	2.79	22.9%	3.10	15.2%	2.98	11.1%
PSY 4443	3.35	5.8%	3.55	6.5%	3.30	6.4%	3.84	6.1%	3.80	0.0%	3.67	0.0%
PSY 4453	4.00	0.0%	4.00	0.0%	3.00	0.0%	4.00	0.0%	4.00	0.0%	4.00	0.0%
PSY 4543	3.86	3.4%	3.90	6.8%	3.68	7.3%	3.85	13.3%	4.00	0.0%	3.95	0.0%
PSY 4553	4.00	0.0%	3.50	0.0%	3.50	0.0%	4.00	0.0%	4.00	0.0%	3.33	0.0%
PSY 4973	2.81	20.2%	3.19	6.3%	3.37	9.1%	2.83	22.7%	3.47	3.0%	3.06	12.1%
PSY 4981	3.10	6.0%	3.46	3.9%	3.56	2.3%	3.79	3.3%	3.65	0.0%	3.69	5.9%

In examining retention in Psychology courses, there seems to be a consistently high rate of D/F/W rates and lower Average GPA in courses that are offered to fulfill General Education Requirements or as service courses as part of other degree programs. Among the courses required for the major, there is also a very high drop rate for PSY 3033 Introduction to Research and Writing and PSY 3133 Statistics in Behavioral Sciences. These are demanding technical research courses designed to teach students the fundamentals of consuming and producing psychological research. The program views these courses as critical components in developing student critical thinking and analytical capabilities. For most of the remaining psychology courses, the D/F/W rates are below 6%. Based on these data, it appears students may be opting

out of completing a degree in Psychology to avoid such courses. To address this issue, program faculty have collaborated to develop a new curriculum that will lead to increased support and scaffolding for these courses to make them more accessible to students.

One other course with an exceptionally high average D/F/W rate (34.36%) is PSY 4373 Physiological Psychology, which examines biological structures of the brain and nervous system and the impact on human cognition and behavior. It is hoped that hiring an additional faculty member with expertise in this area may have a positive impact on student retention and performance in this content area.

C. Program Quality and Rigor

The Psychology major and minor curriculums are similar to other psychology programs throughout the country, including other regional universities in Oklahoma as well as the program at Texas A&M-Commerce. The core curriculum is based on the recommendations developed by the American Psychological Association. Further, the curriculum was tailored with consideration to the strengths and needs of the student population at Southeastern.

There are three distinct strengths for the Southeastern Psychology Curriculum. First, the curriculum is built around a core of three research methods courses, exceeding the recommendations from the American Psychological Association (APA). This emphasis on research methods provides students a very strong foundation of critical thinking, problem solving, technical writing, and application of the scientific method. This set of skills are then reinforced throughout the curriculum. This allows students to independently examine advanced topics in upper level and elective course as well as to develop a skill set that is easily transferrable, thus increasing their overall career readiness. The second strength of the program is the applied focus. Currently, the curriculum requires students to complete a course in

interviewing skills and a human service-oriented field experience. The emphasis on counseling skills is a rare, but much needed, focus on Undergraduate Psychology programs. Again, the Interviewing Skills course provides students with a valuable skill set that is readily transferrable into nearly any career. Further, interviewing skills training, coupled with human service-oriented field experience opportunities, provide students valuable experience for careers as well as graduate training in areas including but not limited to counseling, social work, or human services. The third strength of the program is a dedicated track in Applied Research. This track is specifically designed to prepare students interested in pursuing a Ph.D. in psychology. This course duo provides direct mentorship of students as they develop, conduct, and present original research. This type of experience is more difficult to provide in a Regional University with a heavier emphasis on teaching than research. However, this experience is a necessary component for students to be accepted into doctoral programs in psychology. Because of this training, the Psychology program has been able to place several students in highly competitive Ph.D. programs throughout the country.

D. Alumni Survey Results

Over the course of this review, a total of 9 students completed the Alumni Survey. While this is a low response rate, it is important to note that there was high staff turnover within the Office of Alumni Relations during this timeframe. It is unclear how much effort was directed towards this task, and there is the possibility that some data was lost.

One hundred percent of the respondents ($n = 10$) reported that they would recommend attending Southeastern to their friends and family. When asked if they were happy with the course offerings, 40% of students reported a desire for more face-to-face options, 10% wanted more online options, and 50% were happy with the course options. Of these students, it is

important to note that one student completed this response in 2015, four in 2018, and four in 2019; therefore, these comments reflect opinions before the onset of the COVID-19 pandemic. All the respondents reported that they strongly agree or agree that their SE degree prepared them with lasting knowledge in their field.

The students were very positive about the support from the Psychology faculty, with several students listing multiple faculty members by name. When asked what they appreciated about the program, students reported appreciating the courses and the content that was covered, listing a variety of factors, such as, “the faculty, the courses offered, and the practicality of the subject-matter.” When asked about what they would change, three students reported wanting more face-to-face courses, while two requested more online options. This reflects a challenge in trying to serve many different student populations. The most notable comment was that Psychology “needed more of a “home” on campus. We were very obviously just thrown in wherever we would fit. Sometimes in the business building, sometimes in Morrison. It didn't feel like we had a place on campus like most other departments do.” This may be due in part to the high level of change in the faculty over the last five years. Despite these “issues” all students reported a positive experience at Southeastern, and most commented that they had gained much more than they expected or realized. Perhaps the strongest comment in this vein was, “I graduated from SE thinking it was just an average learning experience, but then I got into grad school and realized I learned a lot more than I thought I did. There have been countless times in my graduate program when we began talking about a new subject that I was already at least vaguely familiar with, sometimes very familiar with.”

E. Student Activities Outside of Classroom

Dr. Hall has worked with students outside of the classroom in several ways. Her Introduction to Psychology students have had the opportunity to go to the anatomy lab, to see and hold a human brain, and to learn about having human cadavers on campus. Multiple classes have had the opportunity to participate in guided labyrinth walks focusing on a range of topics (e.g., goals, stress, creativity, mindfulness, etc.). Additionally, a service-learning experience has been required in several courses. Sometimes those have been individual experiences, and sometimes projects have been completed as a whole class (e.g., campus beautification, painting/cleaning at J127, planting vegetables on campus for public consumption, making “plarn” to be used for sleeping mats for the homeless, etc.). During the pandemic, restrictions have reduced and/or eliminated some of our experiential learning experiences.

Dr. Duell, Madewell, and Ponce-Garcia worked with students enrolled in advanced research courses. Students who earned As in the three research courses were invited to complete the Advanced Research courses. In these two sequential courses, students completed their own IRB application while working with a faculty member, collected data, analyzed their data, and presented their findings at a local, regional, or national conference.

Dr. Hicks developed *Building Bridges*, a pilot mentorship program within the Durant School system (elementary and high school students). She supervised undergraduate students who served as program mentors to fulfill the course requirements of the Special Topics Community Leadership course, a graduate student completing requirements for the Field Experience course, and a graduate student throughout their participation in the program.

F. Post-Graduation Placement of Students

Graduates of the Psychology program use their degree in a variety of ways. A few choose to continue their education at the graduate level, though it is typically in social work or

counseling, with a few who pursue doctoral level programs. Some find work within the broad category of the “social services,” while others find work outside their field of study. While there are exceptions to this pattern, many graduates return to the geographic area where they were raised, where there is often low demand for the knowledge and skills obtained through a program of study in Psychology. Being willing to move to where greater opportunities exist could be beneficial to graduates who desire to work in a setting more closely aligned with Psychology.

G. Contribution to the General Education Program

The Psychology program’s contribution to the General Education program at Southeastern is PSY 1113 – Introduction to Psychology. As seen in Table I.1 below, the number of non-majors enrolled in the course is approximately 10 times more than the number of majors enrolled in PSY 1113. In Table I.2, in 2015-16, approximately 78% of students were enrolled in a 16-week face-to-face class option. In comparison, in 2020-21, only 15.4 % of students were enrolled in a 16-week face-to-face class, 56.9% were enrolled in a 16-week online course, and 27.6% were enrolled in a 7-week online accelerated class. As our university has offered continuous enrollment via 7-week online courses coupled with the COVID-19 pandemic, student enrollment has trended toward a majority of online courses.

This information illustrates that PSY 1113 is an important contributor to the General Education program at Southeastern. It also supports the importance of PSY 1113 as the introductory course that launches many students into a major or minor in psychology. Based on these tables, PSY 1113 is the primary means by which students at Southeastern gain knowledge of psychology, which results in it continuing to be the best recruiting tool for majors and minors. The Psychology program also offers two sections of PSY 1113 for the Honors program every year.

Table 8A. Gen Ed Course Comparison for PSY 1113 – Gen Ed Course Comparison for PSY 1113 - Introduction to Psychology

General Education Course	Number of Majors enrolled						Number of Non-majors enrolled					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
University Avg	10.0	11.1	10.3	12.9	13.7	12.4	148.1	147.9	150.0	147.4	141.9	140.5
PSY 1113	26	30	19	18	29	20	410	387	431	449	557	447

Table 8B. General Education Headcount Comparison

Course	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
General Education	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
University Average	133.8	138.8	132.7	127.5	114.5	66.6
PSY 1113 - FF	331/75.9%	322/77.2%	291/67.4%	325/69.5%	361/61.6%	72/15.4%
PSY online, 16wk	93/21.3%	81/19.4%	102/23.6%	74/15.8%	78/13.3%	266/56.9%
PSY online, 7wk	12/2.7%	14/3.3%	39/9.0%	68/14.5%	147/25.0%	129/27.6%
PSY 1113 total enr.	436	417	432	467	586	467

In addition, several of our courses have been developed and are offered as General Education courses. Examples include PSY 2113 The Psychology of Adjustment and PSY 3613 Positive Psychology. These courses appeal to a wide range of students.

Beyond General Education Courses, the program has several courses that are included in other program degree requirements. For example, the Psychology Program teaches a special course PSY 3123 Child and Adolescent Development for Education Majors, and PSY 3373 Psychology of Personality and PSY 4313 Abnormal Psychology, which are elective options available to Criminal Justice majors.

H. Student Learning Outcomes

The Psychology program is guided by four Learning Outcomes adapted from the APA relevant to the discipline of psychology. Students should be able to perform adequately or better in each of the following areas:

1. Knowledge of factual information about the core areas of psychology
2. Understanding of basic descriptive and inferential statistics and basic principles of research design
3. Writing effectively, specifically, using APA style
4. Evaluating existing research

The first Learning Outcome is measured using a pre-test/post-test format in PSY 1113 – Introduction to Psychology. Students complete the pre-test during the first week of the course and the post-test during the final week of the course. The desired outcome is to see a statistically significant increase in scores from Time 1 to Time 2. While PSY 1113 consists primarily of non-majors, the results of the pre-test/post-test provide useful information about the effectiveness of the course in communicating basic concepts and terminology in the field of Psychology.

The remaining Learning Outcomes are measured using the ETS Major Field Examination. The “ideal” outcome is to see an increase in student scores that is above the national average, though scores that fall within ten points of the national average are considered “acceptable.” Over the past two testing cycles, students have consistently scored in the “acceptable” or “ideal” range. (Program Outcome Assessment Reports for the previous four years are provided in Appendix III).

I. GPA Rates for Different Course Levels

The GPA for students enrolled in PSY 1113 is consistent with that of other General Education courses. This is especially true over the past two years. However, the percentage of

students who dropped, failed, or withdrew (%D/F/W) from PSY 1113 is noticeably lower than in other General Education courses (See Table 9). This suggests that students find the content of PSY 1113 interesting and applicable to their lives. It also suggests that instructors are teaching the material in a way that engages students and makes them want to remain in the course.

In terms of other courses in the Psychology curriculum, the numbers vary from course to course and from year to year. Some of this may be attributed to a distinction between “foundation” courses like PSY 2113 – Psychology of Adjustment or PSY 2243 – Human Development and “research” courses like PSY 3033 – Introduction to Research and Writing, PSY 3313 – Statistics for Behavioral Sciences, and PSY 3433 – Research Methods.

V. FACULTY

A. Disciplinary Breadth of Faculty

As noted earlier in this document, Psychology courses have been taught by a combination of full time and part-time faculty. The full-time faculty have Ph.Ds. in their respective sub-fields of Psychology. Dr Boise and Dr. Madewell are developmental Psychologists, Dr. Hall is a Counseling Psychologist, Dr. Hicks is a Clinical Psychologist, and Dr. Simons-Rudolph is a Community Psychologist. The Psychology program has been fortunate to have faculty with complementary specializations, meaning that the faculty can contribute to the Psychology curriculum by teaching core courses as well as teaching in their specialization area. Across the current faculty, there is also a strong emphasis on applied Psychology, with a focus on addressing “real world problems” directly in communities. Full-time faculty are responsible for teaching Introduction to Psychology as well as at least two core classes and one to two specialty courses as time permits.

Following Dr. Hall's retirement, the Psychology program is seeking to hire a replacement with a Counseling or Clinical background. Further, it is clear that an additional faculty line with an emphasis in Cognitive and/or Physiological Psychology would be extremely beneficial. This is also in line with one area of recommendation made by the consultant who conducted the most recent program review in psychology. In addition, the Psychology program has been developing a fully online degree option which will be submitted for approval in Fall 2022. Preliminary projections suggest an increase of 150 majors within a year, which will likely lead to the hiring of new faculty. While it is not clear what specializations will be prioritized in any future searches, it is likely that we will continue to value faculty with an applied focus.

B. Teaching/Advising

The table below clearly illustrates that program faculty have a teaching load that far surpasses the university average for undergraduate programs (annual SCH, Total SCH, Avg. SCH). Of the bolded content in Table 10A, Dr. Atchley also taught Early Intervention and Child Development courses. Tammy Crow, Dr. Hall, Dr. Hicks, Dr. Madewell, and Dr. Ponce-Garcia have also taught Counseling courses. Dr. Duell, Dr. Madewell, and Dr. Simons-Rudolph have also taught Sociology courses. Dr. Mauzey and Dr. Hicks are supposed to be teaching a reduced teaching load of two courses, but as indicated in the table below, they did not experience a reduction in teaching in comparison to the university average. Dr. Reid was a full-time faculty member and program coordinator for the Clinical Mental Health Counseling program before he retired. On average, the full-time faculty in the psychology program are teaching twice the university average without including their teaching loads for other programs. Furthermore, their salaries do not reflect this difference.

Table 10. Instructional Load and Student Credit Hour Production for Departmental Faculty

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total SCH	Average SCH
University Average (UG)	294.9	308.8	294.4	300.3	300.7	311.2	978.6	240.9
Undergraduate Instructor Name:								
ATCHLEY L	228	216					444	222.0
BOATMUN T			228	309	252	282	1071	267.8
CALIX S				96	90		186	93.0
COUCH F				90	117	186	393	131.0
COX K	15						15	15.0
CRISWELL R		75					75	75.0
CROW T	1134	480	456	342	402		2814	562.8
DANIELS C	426	468					894	447.0
DUELL B	594	750	687	108			2139	534.8
FRANKLIN S	39						39	39.0
FULENCHEK D	117						117	117.0
GIAMPORCARO					99	375	474	237.0
HALL C	828	833	786	741	711	133	4032	672.0
HICKS JE	596	568	611	252	363	288	2678	446.3
HUDGENS E					117	294	411	205.5
JAMISON A	18						18	18.0
JONES P	102						102	102.0
JORGENSEN J	93	84					177	88.5
KYTOLA K			273				273	273.0
LIM M	465	402	264	183		42	1356	271.2
LOWRY A			27	99	201	162	489	122.3
MADEWELL A	787	567	497	547	342	465	3205	534.2
MAUZEY E	67	370	432				869	289.7
MORALES K				78	195	123	396	132.0
MORGAN K	63						63	63.0
MULLENS C				216	279	438	933	311.0
PONCE-GARCIA	18		126	495	662	138	1439	287.8
REID J	123	162	42	51	27	75	480	80.0
RORING S			51				51	51.0
SELLERS B				114			114	114.0
SHIPMAN D				225	105	16	346	115.3
SHULENBERGE R				108	234	474	816	272.0
SNEED T			186			120	306	153.0
SPENCER S	12	6	150	153	216		537	107.4
SUMMRALL R			216	252	417	222	1107	276.8
VITEZ M						480	480	480.0
WOLFE D						516	516	516.0
WYATT L	66						66	66.0

Note. The bold content denotes full-time faculty.

Despite the heavy teaching load, program faculty continue to offer high quality instruction that is student-centered. Student evaluations of courses are positive, and suggestions for improvements to the curriculum are always considered with adjustments being made on a course-by-course basis.

The continuing movement of PSY courses to the 7-week online format has helped to improve the quality of instruction, as have the Quality Matters training opportunities. In both cases, emphasis is placed on establishing measurable learning objectives that are linked to activities and graded assignments. This has helped to create more focused instruction that is geared toward reaching the learning objectives for each course.

C. Scholarly and Creative Activity

Program faculty are engaged in scholarly activity through presentations and publications. It is important to note that full-time instructors are not required to engage in scholarly activity but may voluntarily participate in research efforts that support student matriculation and their own professional goals. The tables below summarize the number of presentations and publications for each faculty member from 2016 to present. Further details about these presentations and publications are included in Appendix I.

Table 11A. Conference Presentations

	State	Regional	National	In Submission
Boise				3
Crow (full-time instructor)		1		
Duell		2		
Hall		7	1	
Hicks (Chair)		3		
Madewell	4	8	5	
Ponce-Garcia		2	2	
Simons-Rudolph (full-time instructor)				
Wolfe (full-time instructor)				

Table 11B. Academic Publications

	Book/Book Chapter	Journal	Under Review	Other Scholarly & Creative Work^a
Boise		1	1	
Crow (full-time instructor)				
Duell				
Hall				
Hicks (Chair)				1
Madewell		6	1	1
Ponce-Garcia		3		
Simons-Rudolph (full-time instructor)		1		
Wolfe (full-time instructor)	1			1

Note: ^aOther scholarly & creative work includes book reviews, conference proceedings, applied programming, etc.

*Denotes a student researcher.

D. Service

Program faculty have also been actively involved in service to the department, university, and community, as can be seen in the table below. Dr. Hicks has been serving as the Department Chair for Behavioral Sciences, and Dr. Madewell has been serving as the Psychology Program Coordinator. In the Department Chair role, Dr. Hicks manages seven programs and only has a 50% reduction in teaching load. As the Program Coordinator, Dr. Madewell creates the schedule of course offerings for each semester, writes the annual Program Outcome Assessment Report, writes the annual General Education Report, and prepares the Self-Study for Program Review. Dr. Hall served as the Program Coordinator for the Clinical Mental Health Counseling Program on an interim level. Dr. Boise was hired in the fall of 2021, so her service appears small, but her workload has been higher than expected. Dr. Simons-Rudolph, even though he was hired as an instructor, has taken on service as an overload due to the lack of faculty.

	Department	University	Community
Atchley	4	11	2
Boise	2		
Duell	8	11	3
Hall (PC-COUN)	9	5	5
Hicks (Chair)	9	7	1
Madewell (PC-PSY)	9	5	2
Ponce-Garcia	2	5	2
Simons-Rudolph	2		

E. Professional Development

Program faculty have been engaged in professional development activities as evidenced by information in the preceding tables. For the most part, they have done so with very limited funding. “Mini-grants” from the University’s Organized Research Fund have been secured from time to time and have been used judiciously by opting to attend regional conferences that are in close proximity to the University rather than the more expensive national conferences. Furthermore, all of the full-time faculty have been certified by Quality Matters workshops. Dr. Hall is the only professor with LPC licensure, which she maintained by fulfilling continuing education requirements in the field of counseling throughout her employment.

VI. **SELF-STUDY RECOMMENDATIONS**

The Psychology program is a lean and efficient academic unit. Program faculty outperform the University Average in nearly every measure reported here, especially in the generation of high SCH numbers. The Psychology program remains student-centered in the classroom and in academic advising. In addition, program faculty are engaged scholars and are active members of the university community as evidenced by their committee, University, and

community service. Program faculty should be applauded for their efforts and their ongoing commitment to the university and the students it serves. Nevertheless, there are areas where improvements can be made. Program faculty have been able to keep course offerings at a level high enough and varied enough for psychology majors and minors to graduate on time and meet university service requirements for other majors. However, some electives within the curriculum have not been offered with any degree of regularity. As such, students have not been exposed to the full scope of the discipline. Related to this issue, the following recommendations are made:

1. Complete a review of the Psychology Curriculum to fully understand the current curriculum requirements for majors, General Education, and service courses for other programs. Use this review to adjust course offering and request resources for the Program.
2. Develop a 5-year plan for the Psychology program, including a Vision and Mission. This will be designed to help prioritize where the program should direct its efforts and clarify what additional resources will be necessary for the Program to continue to thrive.
3. Obtain approval for the Proposed 2023 Psychology Curriculum to implement degree plans with more robust scaffolded structure, including a set of core content and research methods classes.
4. Obtain approval for the Online Psychology Degree program and launch the program as soon as possible in order to reach students who are unable to attend courses on campus.
5. Reestablish a Psi-Chi Honor Society and a Psychology Club to provide more opportunities for interaction between students interested in Psychology.

Appendix I: Summary of Faculty Scholarship Activities and Faculty Vitae***Tenure-Track Professors (In alphabetical order):***

Laura Lamb Atchley, Ph.D.

Courtney Boise, Ph.D.

Blythe Duell, Ph.D.

Charla Hall, Ph.D.

Jennifer L. Hicks, Ph.D.

Amy N. Madewell, Ph.D.

Elisabeth Ponce-Garcia, Ph.D.

Full-time Instructors:

Tammy Crow

Joseph Simons-Rudolph, Ph.D.

Donna Wolfe, M.Ed.

Summary of Faculty Scholarship Activities

Boise: (Fall 2021-present)

Boise, C., Eum, J., & Knoche, L. L. (in submission). *Parental concerns and perceived teacher supports: The transition to kindergarten for children with identified developmental concerns*. Poster proposal for the 2022 National Research Conference on Early Childhood, Arlington, VA, United States.

Prokasky, A., Knoche, L. L. **Boise, C.,** Eum, J., & (in submission). *Profiles of kindergarten experiences and associations to kindergarten outcomes for preschool attenders and non-attenders*. Poster proposal for the 2022 National Research Conference on Early Childhood, Arlington, VA, United States.

Witte, A., **Boise, C.,** & Sheridan, S.M. (in submission). Parent and teacher experiences during initial pandemic-related school closure. In A. Witte (Chair), *Midwestern parent and teacher experiences during the initial stages of the COVID-19 pandemic*. Paper symposium proposal for the 2022 National Research Conference on Early Childhood, Arlington, VA, United States.

Ren, L., **Boise, C.,** & Cheung, R. Y. (under review). Consistent routines matter: Child routines mediated between interparental functioning and school readiness. *Early Childhood Research Quarterly*.

Knoche, L. L., **Boise, C.,** Sheridan, S. M., & Cheng, K. (in press). Promoting expressive language skills for preschool children with developmental concerns: Effects of a parent-educator partnership intervention. *Elementary School Journal*.

Crow:

Crow, T. (2017, February). *Education careers and preparation* [Presentation]. 8th grade McCurtain County Career Discovery Day in OK, United States.

Duell: (Aug 2016-May 2018)

Madewell, A. N., Anderson, J., **Duell, B.,** & Kytola, K. (2017, September). *Reducing math anxiety: Cognitive and behavioral tricks of the trade* [Symposium]. Network for the Teaching of Psychology (ONTOP) conference in Lawton, OK, United States.

Day, K. & **Duell, B.** (2017, April). *The effect of stereotype threat on Native American students* [Poster]. Southwestern Psychological Association in San Antonio, TX, United States.

Hall:

- Hall, C.** (2021, October). *Adulting is overrated: Self-care strategies for adults of all ages.* Presentation at the Cornell University American Indian and Indigenous Studies Program Leadership Development Spotlight, Ithaca, NY.
- Hall, C.** (2019, October). *Put on your oxygen mask: Self-care & ethics.* Workshop conducted at the Refresh Life Conference, Durant, OK.
- Hall, C.** (2019, September). *How to integrate wellness into the classroom.* Presentation at the Oklahoma Network for the Teaching of Psychology, Durant, OK.
- McCraw, L., **Hall, C.**, Lehrling, A., & D'Arcy, K. (2018). *Mindful collaboration: Let's build a labyrinth.* Presentation at the Oklahoma College Student Personnel Association, Oklahoma City, OK.
- Hall, C.** (2018, May). *It's time to slow down: Mindful collaboration, part 2.* Presentation at the Oklahoma College Student Personnel Association, Oklahoma City, OK.
- Hall, C., & Hudgens, E.** (2017). *Self-care practice.* Workshop conducted at the Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK.
- Hall, C.** (2017). *Self-care and ethics.* Workshop conducted at the Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK.
- Hall, C.** (2016, April). *Self-care using the labyrinth.* Oklahoma Native American Students in Higher Education Conference, Durant, OK.

Hicks:

- Hicks, J. H.** (2021, June). *Culturally alert counseling in times of tension.* Refresh Life training for LPC Continuing Education.
- Hicks, J. H.** (2021, April). *"I'm here live. I'm not a cat." The challenges of adjusting to the virtual world in counseling education and training.* Refresh Life virtual training for LPC Continuing Education.
- Knapp, J. L., **Hicks, J.**, & Stephens, H. (2021, April). *The role of daily contact in shaping attitudes toward the elderly* [Poster presentation]. Southwestern Psychological Association Annual Convention in San Antonio, TX, United States.
- Hicks, J. H.** (2019, September). *Team-Based Learning® as a multicultural teaching tool* [Symposium]. Network for the Teaching of Psychology (ONTOP) conference in Durant, OK, United States.
- Hicks, J.H.** (2016-2018). *Building Bridges.* Durant, OK, United States.

Developed a proposal for a multi-level mentorship program, *Building Bridges*, and presented the proposal for a pilot research study to a group of Durant School Administrators. Following administrative approval, introduced the pilot mentorship program within the Durant School system (elementary and high school) and collected research data from students, parents, and teachers. Supervised high school students, an undergraduate field experience student*, and a graduate student* throughout their participation in the program.

Madewell:

- Madewell, A. N.**, Ponce-Garcia, E., *Bruno-Castaneda, B. D., *Struck-Downen, S., & *Taylor, H. D. (2019). An abbreviation of the Scale of Protective Factors: Resilience in a medical trauma sample. *Current Psychology*, *40*, 2190–2200. <https://doi.org/10.1007/s12144-018-0110-6>
- Hembrough, T., **Madewell, A. N.**, & **Dunn, K. (2018). Students Veterans' Preference for On-ground Versus Online Course Formats: A Case Study at Two Midwestern Universities. *Journal of Veteran Studies*, *3*(2), 1-37. <https://journals.colostate.edu/jvs/article/view/181/142>
- Ponce-Garcia, E., Calix, S., **Madewell, A.**, Randell, J. A., Peralles, L., *Bread, D., & *Turner, B. (2018). Through Childhood Relationship with Grandparent, Enculturation Leads to Resilience in Native American Adults. *Journal of Intergenerational Relationships*, *17*:3, 340-352, [10.1080/15350770.2018.1535348](https://doi.org/10.1080/15350770.2018.1535348)
- Madewell, A. N.** & Ponce-Garcia, E. (2016). Assessing resilience in emerging adulthood: The Resilience Scale (RS), Connor Davidson Resilience Scale (CD-RISC), and Scale of Protective Factors (SPF). *Personality and Individual Differences (PAID)*, *97*, 249-255. [10.1016/j.paid.2016.03.036](https://doi.org/10.1016/j.paid.2016.03.036)
- Madewell, A. N.**, Ponce-Garcia, E., & *Martin, S. E. (2016). Data replicating the factor structure and reliability of commonly used measures of resilience: The Connor-Davidson Resilience Scale, Resilience Scale, and Scale of Protective Factors. *NCHS Data in Brief (DIB)*, *8*, 1387-1390. [10.1016/j.dib.2016.08.001](https://doi.org/10.1016/j.dib.2016.08.001)
- Ponce-Garcia, E., **Madewell, A. N.**, & *Brown, M. E. (2016). Resilience in men and women experiencing sexual assault or traumatic stress: Validation and replication of the Scale of Protective Factors. *Journal of Traumatic Stress*, *26*(6), 537-545. [10.1002/jts.22148](https://doi.org/10.1002/jts.22148)
- Hembrough, T. & **Madewell, A. N.** (2020). Creating Change: Supporting Native-American Student Veterans at the University and in the First-Year Composition Classroom. Paper published in the conference proceedings for the Thirteenth Native American Symposium: Native Legacies in the 21st Century. [6-creating-change.pdf \(se.edu\)](#)
- Cavanaugh-Allsup, M. & **Madewell, A. N.** (2021, April). *Working memory and trauma narrative* [Poster presentation]. Southwestern Psychological Association (SWPA) Annual

Convention in Frisco, TX. The SWPA Annual Convention in 2020 was canceled due to the pandemic.

- Hembrough, T. & Madewell, A. N. (2019, November). A Study of Rural and Native American Students' Military Identities, and Reading and Writing Interests in a Military-Friendly, Military-themed Composition Course [Conference session]. Thirteenth Native American Symposium: Native Legacies in the 21st Century in Durant, OK, United States.
- Madewell, A. N.**, *James, V., *Soap, A., Hamil, K., & Ponce-Garcia, E. (2019, April). *Reintegration and resilience: Building social and cognitive protective factors among Natives* [Symposium]. Southwestern Psychological Association Annual Convention, Albuquerque, NM, United States.
- *Johnson, B. & **Madewell, A. N.** (2019, April). *Parental dyads: Enhancing resilience through creative writing and communication* [Poster presentation]. Southwestern Psychological Association Annual Convention in Albuquerque, NM, United States.
- Ponce-Garcia, E., **Madewell, A. N.**, Calix, S. (2018, March). *Theory and Measurement of Adult Resilience* [Symposium]. Society for Research on Human Development, Plano, TX, United States.
- *Giamporcaro, M. A., **Madewell, A. N.**, & Ponce-Garcia, E. (2018, March). *Measuring Resilience in a Medical Trauma Sample using the Abbreviated Scale of Protective Factors (SPF-12)* [Poster presentation]. Society for Research on Human Development (SRHD) Conference in Dallas, TX, United States.
- *Bruno, B. & **Madewell, A. N.** (2017, May). *The Relationship between Humor Styles and Resilience within the Citizen Potawatomi Nation Tribe* [Poster presentation]. Association of Psychological Science (APS) 29th Annual Convention, Boston, MS, United States.
- Madewell, A. N.** & *Bruno, B. (2017, February). *Understanding grit and humor as new protective factors in promoting resilience* [Workshop]. Invited Presenter of three-hour CEU credit workshop at the Wayne C. Dixon Memorial Workshop in Durant, OK, United States.
- Madewell, A. N.**, Ponce-Garcia, E. & *Soria, K. S. (2016, April). *The relationship between sexual trauma, mental disorders, and protective factors in men* [Poster presentation]. Southwestern Psychological Association (SWPA), Dallas, TX, United States.
- Madewell, A. N.**, Anderson, J., Duell, B., & Kytola, K. (2017, September). *Reducing math anxiety: Cognitive and behavioral tricks of the trade* [Symposium]. Network for the Teaching of Psychology (ONTOP) conference in Lawton, OK, United States.
- Madewell, A. N.** & Hembrough, T. N. (2017, April). *Creating a learning community to enhance retention and engagement among veteran populations* [Workshop]. Teaching of Psychology (TOP) workshop presentation at Southwestern Psychological Association (SWPA) Annual Convention, San Antonio, TX, United States.
- Wickes, K., Arduengo, J., Coble, P., Sobel, K. & **Madewell, A. N.** (2017, April). *Mentoring undergraduate students: Best practices* [Workshop]. Psi Chi Advisor Workshop,

Southwestern Psychological Association (SWPA) Annual Convention, San Antonio, TX, United States.

Madewell, A. N. & Hembrough, T. N. (2017, February). *Administrative and pedagogical practices to enhance retention and engagement among military connected students, Including Native American student veterans* [Invited plenary speaker]. Oklahoma State Regents for Higher Education (OSRHE) 2017 Conference on Serving Military Connected Students in Higher Education at University Research Park in Oklahoma City, OK, United States. Panelists included Dr. Stan Alluisi, Max Brownlee, Dr. Lance Miller, Dr. Crystal Moore, and Sgt. Dan Moore.

*Bruno, B. D., **Madewell, A. N.** & Ponce-Garcia, E. (2016, April). *Comparison of protective factors that influence psychological resilience between ethnicities* [Poster presentation]. Psychological Association (SWPA), Dallas, TX, United States.

*Brown, M. E., Ponce-Garcia, E. & **Madewell, A. N.** (2016, April). *The relationship between sexual trauma, mental disorders, and protective factors in women* [Poster presentation]. Southwestern Psychological Association (SWPA), Dallas, TX, United States.

Hembrough, T. N. & **Madewell, A. N.** (2016, February). *Serving students with a military identity at comprehensive and regional universities* [Workshop]. State Regents for Higher Education (OSRHE) 2016 Conference on Serving Military Connected Students in Higher Education in Oklahoma City, OK, United States, and at a Brown Bag Lunch at Southeastern Oklahoma State University.

Ponce-Garcia: (Aug 2018-May 2020)

Madewell, A. N., **Ponce-Garcia, E.**, *Bruno-Castenada, B. D., *Struck-Downen, S., & *Taylor, H. D. (2019). An abbreviation of the Scale of Protective Factors: Resilience in a medical trauma sample. *Current Psychology*, 40, 2190–2200. <https://doi.org/10.1007/s12144-018-0110-6>

Ponce-Garcia, E. (2019, Sept.). Protective factors: Taking control of personal resilience. 1.5-hour keynote address over behavioral engagement of the autonomic stress response aimed at stress response regulation after trauma exposure. Invitation extended by the U.S. Army Substance Abuse Program (ASAP) in partnership with the Department of Defense (DOD).

Ponce-Garcia, E. (2019, Apr). The truth about PTSD. 1-hour keynote address over the biological, cognitive, and social factors of PTSD for LPCs and LMFTs working with the U.S. Army to provide care for returning soldiers and veterans. Invitation extended by the U.S. Army Substance Abuse Program (ASAP).

Ponce-Garcia, E., Calix, S., Madewell, A., Randell, J. A., Peralles, L., *Bread, D., & *Turner, B. (2018). Through Childhood Relationship with Grandparent, Enculturation Leads to Resilience in Native American Adults. *Journal of Intergenerational Relationships*, 17:3, 340-352, [10.1080/15350770.2018.1535348](https://doi.org/10.1080/15350770.2018.1535348)

Ponce-Garcia, E. & Madewell, A. N. (2018). The Pursuit of Data: Using Exploratory and Confirmatory Factor Analyses and Collaboration to Develop a Measure of Adult Resilience as Early Career Researchers. *SAGE Research Methods Cases*. doi: 10.4135/9781526441027

James, V. Hamil, K., & **Ponce-Garcia, E.** (2019, April). Reintegration and resilience: Building social and cognitive protective factors among Choctaw Native Americans. Symposium presented at the Southwestern Psychological Association Convention in Albuquerque, NM.

Madewell, A. N., *James, V., *Soap, A., Hamil, K., & **Ponce-Garcia, E.** (2019, April). *Reintegration and resilience: Building social and cognitive protective factors among Natives* [Symposium]. Southwestern Psychological Association Annual Convention, Albuquerque, NM, United States.

Simons-Rudolph: (Fall 2021-present, FT Instructor)

Cacase, S., Simons-Rudolph, J., Dubljević, (2022). Morality, Risk-Taking and Psychopathic Tendencies: An Empirical Study. *Frontiers in Psychology*.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.834734>

Wolfe: (May 2019-present)

Wolfe, D. (under contract). Self-Hatred. *Sage Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy*.

Mixon, L. A.*, Madewell, A. N., & **Wolfe, D.** (2022). A Comparative Analysis of Native and non-Native Counseling Trainees during COVID-19. Paper published in the conference proceedings for the Fourteenth Native American Symposium: Native Presence and Survival Shaping Native Futures.

[Native American Symposium - Native American Institute \(se.edu\)](#)

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EDUCATION:

2018	<i>Doctor of Philosophy</i>	<i>General Psychology</i>	<i>Capella University</i>
1993	<i>Master of Science</i>	<i>Counseling Psychology</i>	<i>Northeastern Oklahoma State University</i>
1990	<i>Bachelor of Arts</i>	<i>Psychology</i>	<i>University of Tulsa</i>

ACADEMIC AND RELATED NON- ACADEMIC EXPERIENCE:

2020 – Present	<i>Associate Professor with Tenure, Southeastern Oklahoma State University</i>
2014 - 2020	<i>Assistant Professor, Southeastern Oklahoma State University</i>
2012 – Present	<i>Employee Assistance Consultant, Michelin Family Health Center</i>
2013 – 2014	<i>Clinical Director and Counselor, Arbuckle Life Solutions, Inc.</i>
2013 – 2014	<i>Adjunct Instructor, Southeastern Oklahoma State University</i>
2010 – 2013	<i>Adjunct Instructor, East Central University</i>
2001 – 2013	<i>Executive & Clinical Director & Counselor, Arbuckle Life Solutions, Inc.</i>
1998 – 2001	<i>Counselor, Arbuckle Life Solutions, Inc.</i>
1997 – 1998	<i>Counselor, Ardmore Counseling Associates, Inc.</i>
1996 – 1997	<i>Outpatient Clinic Director, Rolling Hills Hospital</i>
1992 – 1996	<i>Coordinator, Rehabilitation Services, Parkside, Inc.</i>
1990 – 1992	<i>Client Advocate, Parkside, Inc.</i>

PROFESSIONAL INTERESTS:

Academic specialty: Psychology

Research interests: Gambling disorder, screen dependency disorders, and social influences on the development of gambling behavior in children

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS:

February 8, 2022	Post Tenure Review Committee Member for Dr. Amy Madewell
2021 - 2022	Undergraduate Dean Hiring Committee
2021 – 2022	Curriculum Committee
2021 – 2022	Personnel Policies Committee
Spring 2021	Hiring committee for instructor position in Psychology
February 24, 2021	Post Tenure Review Committee Member for Dr. Hallie Stephens
February 12, 2021	Chaired Post Tenure Review Committee for Dr. Jamie Knapp
October 15, 2020	Committee Member for Dr. Kathy McDonald's Promotion and Tenure
2020 - 2021	Planning Committee
2020 – 2021	President's Ad Hoc Committee to develop Policy on Policies. Chaired subcommittee charged with writing the policy.
2019 – Present	University Affairs Committee

2019 – 2020	Committee on Committees
2019 – Present	Faculty Senate
2019 - 20	Established Minor for Undergraduate Early Intervention and Child Development program
2019 - 20	Completed revisions to Early Intervention & Child Development undergraduate program
2018 – Present	Coordinator of the Scholars for Excellence in Childcare scholarship recipients at Southeastern in conjunction with the Oklahoma State Regents for Higher Education
2018 - 2021	Distance Education Council
2018 - 2019	Faculty Appeals Committee
2018	Hiring committee for tenure track faculty position in Psychology
2017 - 18	Completed revisions to graduate program in Early Intervention and Child Development
2017 - Present	Graduate Council
2017 - Present	Coordinator of undergraduate & graduate programs in Early Intervention Child Development
2016 - 17	Academic Appeals Committee
2015 - Present	OK State Regents for Higher Education Course Equivalency Project–Child Development
2014 - Present	Student Recruiting for Early Intervention Child Development and Psychology
2016 - Present	Program evaluation outcome reports for undergraduate and graduate programs in Early Intervention and Child Development
2015	Assisted with the preparation of proposal for Masters Degree in Early Intervention and Child Development

AWARDS AND HONORS:

2021 – 2022	Nominated for Faculty Senate Award for Excellence in Teaching
2020 - 2021	One of Two Finalists for Faculty Senate Award for Excellence in Teaching
2019 – 2020	Nominated for Faculty Senate Award for Excellence in Teaching
2018 – 2019	Nominated for Faculty Senate Award for Excellence in Teaching
2017 - 2018	Received Faculty Senate Recognition Award for Excellence in Teaching
2017 - 2018	Nominated for Faculty Senate Recognition Award for Excellence in Research and Scholarly Activity
2016 - 2017	Nominated for Faculty Senate Awards for Excellence in Teaching, Service, and Research and Scholarly Activity
2015 - 2016	Nominated for Faculty Senate Awards for Excellence in Teaching and Service

2016	Community Hero Award, United Way of South Central Oklahoma
2014 - 2015	Nominated for Faculty Senate Award for Excellence in Service
2007	Golden Heart Award, Valley Hope Association
2002 – 2003	Leadership Ardmore
1987	Ambassador of the Year, Tulsa Chamber of Commerce

PROFESSIONAL MEMBERSHIPS:

National Association for the Education of Young Children (NAEYC)
 Southern Early Childhood Association (SECA)
 Early Childhood Association of Oklahoma (ECAO)
 American Association of University Professors (AAUP)
 Southeastern Partners in Early Childcare (SE Partners)
 National Council on Problem Gambling (NCPG)
 Oklahoma Association for Problem and Compulsive Gambling (OAPCG)
 National Association of Alcoholism and Drug Abuse Counselors (NAADAC)
 Oklahoma Counseling Association (OCA)
 Oklahoma Mental Health Counselor Association (OKMHCA)
 Oklahoma Association of Addiction Counselors (OAAC)
 American Counseling Association (ACA)
 Statistically Speaking Member – The Analysis Factor

EFFECTIVE TEACHING:

2020 - 2021	Redesigned two online undergraduate courses to include accessibility components (Professional and Ethical Practice and Collaboration with Families, Health, and Mental Health Professionals). Added multimedia features to one graduate course (Assessment and Intervention with Young Children).
2019 – 2020	Designed one online graduate course (Typical and Atypical Development in Childhood and Adolescence) and redesigned two online undergraduate courses to include accessibility components (Families and the Developing Child and Individual Learning Differences in Young Children with Disabilities).
May 1, 2019	Accessibility Training (8 hours), Southeastern Oklahoma State University
2018 - 19	Designed one online graduate course (Assessment and Intervention with Young Children).
July 10, 2018	Respondus Online Browser Training
2017 - 18	Designed two online graduate courses (Advanced Psychology of Childhood and Adolescence and Human Growth and Development).
2016 - 17	Redesigned four online courses (Statistics, Research Methods, Families and the Developing Child; and Individual Learning Differences in Young Children with Disabilities).
2015 - 16	Designed two online courses (Families and the Developing Child; and Individual Learning Differences in Young Children with Disabilities).
2015-16	Redesigned two online courses (Collaboration with Families, Health, Mental Health Professionals, and Communities; and Professional and Ethical Practice)
Oct 15, 2015	Independent Improving your Online Course (IYOC), Quality Matters Program (20+ hrs.)

- 2014 - 15 Designed four online courses (Statistics; Research Methods; Collaboration with Families, Health, Mental Health Professionals, and Communities; and Professional and Ethical Practice).
- Oct 24, 2013 Applying the Quality Matters Rubric (APPQMR) – FY12: Using 2011-2013 Rubric, Quality Matters Program (6 hours)

PUBLICATIONS OR ARTISTIC ACHIEVEMENTS:

Lamb Atchley, L. J. (2018). *Regulatory modes and gambling in addiction counselors: A multiple regression study* (Doctoral dissertation). ProQuest No. 10747219.

OTHER PROFESSIONAL ACTIVITIES:

- Jan. 17, 2022 Peer Reviewed research article for the Journal of Gambling Studies.
- April 28, 2021 Peer Reviewed research article for the Journal of Gambling Studies.
- Jan. 8 – Mar. 25, 2021 Evaluated and chose textbooks for two future courses in possible new area of emphasis covering Trauma and Resilience in Infants and Young Children in Masters in Early Intervention and Child Development.
- Sept. 16 – Oct. 2, 2020 Peer Reviewed three chapters from Child and Youth Development textbook and provided feedback for Goodheart-Wilcox Publisher.
- October 8, 2020 Peer Reviewed research article for the Journal of Gambling Studies.
- 2020 Explored possible course options to propose new area of emphasis in Trauma and Resilience for Masters in Early Intervention and Child Development.
- March 6, 2020 Invited Presenter - Gambling Disorder in Addiction Counselors: Risk Factors and Prevalence, Oklahoma Association for Problem and Compulsive Gambling (OAPCG) Annual Conference, Shawnee, Oklahoma
- January 20, 2020 Peer Reviewed research article for the Journal of Gambling Studies.
- October 1, 2019 Presenter - Gambling Disorder in Addiction Counselors: Risk Factors and Prevalence, National Association of Alcohol and Drug Addiction Counselors (NAADAC), the Association for Addiction Professionals Annual Conference, Orlando, Florida
- September 21, 2019 Invited Presenter – Teaching in Programs that Heavily Collaborate with Psychology Programs, Oklahoma Network for Teaching of Psychology (ONTOP), Durant, Oklahoma
- July 20, 2019 Presenter – Gambling Disorder in Addiction Counselors: Risk Factors and Prevalence, National Council on Problem Gambling Annual Conference, Denver, Colorado
- July 25, 2019 Peer Reviewed research article for the Journal of Gambling Studies.
- October 12, 2018 Presenter – Gambling Disorder: Prevalence, Risk Factors, and Treatment Approaches, Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, Oklahoma
- June 15, 2018 Co-presenter–Ethics in the 21st Century, Open Arms Behavioral Health, Lawton, Ok
- June 15, 2018 Co-presenter – Supervision Ethics Case Examples, Open Arms Behavioral Health, Lawton, Oklahoma

March 3, 2016	Presenter – What’s Good for the Student is Good for the University, Association of Continuing Higher Education Regional Conference, Durant, Oklahoma
June 11, 2015	Invited Presenter – Introduction to the Counseling Profession – Cameron University, Lawton, Oklahoma
March 10, 2015	Invited Presenter – Teaching Young Children Problem Solving Skills, Head Start Parent’s Group, Kingston, Oklahoma
January 11, 2012	Invited Panel Presenter – Law Enforcement Crisis Intervention Training, Sponsored by the Oklahoma Department of Mental Health and Substance Abuse Services and the Ardmore Police Department, Ardmore, Oklahoma
May 24, 2012	Invited Presenter – Drug Free Workplace Annual Training, Sunshine Industries, Ardmore Oklahoma
April 5, 2011	Invited Presenter – Substance Abuse in our Community, Southern Oklahoma Board of Realtors, Ardmore, Oklahoma
April 1, 11, & 27, 2011	Invited Presenter – Identifying and Assisting the Troubled Employee, Mercy Memorial Health Center Supervisors, Ardmore, Oklahoma
March 31, 2011	Invited Presenter – Drug Free Workplace Annual Training, Sunshine Industries, Ardmore Oklahoma.
March 24, 2011	Invited Presenter – Substance Abuse and Mental Illness: Intervening and Linking with Services, National Alliance on Mental Illness of Southern Oklahoma, Ardmore, Oklahoma
December 1 - 3, 2010	Invited Presenter – Self Care and Maintaining Good Mental Health as a Police Officer, Ardmore Police Department, Ardmore, Oklahoma
November 11, 2010	Invited Presenter – Holiday Blues: Depression and the Holidays, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma
Oct. 26, 28, & 29, 2010	Invited Presenter - Recognizing Signs and Symptoms of Substance Use, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma
August 25, 2010	Invited Presenter – Self Care and Maintaining Good Mental Health as a Hospice Worker, Cross Timbers Hospice, Ardmore, Oklahoma
June 22, 2010	Invited Presenter – Careers in Behavioral Health and Working in the Field, Murray State College, Ardmore Higher Education Center, Ardmore, Oklahoma
April 28, 2010	Invited Presenter – Underage Drinking and Social Host Ordinance, Sponsored by the Carter County Health Department and Area Prevention Resource Center, Ardmore Convention Center, Ardmore, Oklahoma
February 26, 2010	Invited Presenter – Problem Gambling and Teens, Lone Grove High School, Lone Grove, Oklahoma
February 8 & 14, 2010	Invited Presenter - Identifying and Assisting the Troubled Employee, Mercy Memorial Health Center Supervisors, Ardmore, Oklahoma

November 18, 2009 Invited Presenter – Adolescent Prescription Drug Use in Schools, Sponsored by the Carter County Health Department, Ardmore, Oklahoma

November 11, 2009 Invited Presenter – Holiday Blues: Depression and the Holidays, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma

November 5, 2009 Invited Presenter – Holiday Blues: Depression and the Holidays, Mercy Memorial Health Center, Ardmore, Oklahoma

November 4, 2009 Invited Presenter – Stress Management: Finding Balance, Young Men’s Christian Association (YMCA), Ardmore, Oklahoma

September 16, 2009 Invited Presenter – Stress Management: Finding Balance, Citizens Bank, Ardmore, Oklahoma

July 23, 2009 Invited Presenter – Lunch and Learn: Methamphetamine Addiction, Sponsored by the Oklahoma State Bureau of Narcotics and Dangerous Drugs Control, Ardmore, Oklahoma

July 8, 2009 Invited Presenter – Recognizing the Assisting the Troubled Employee, Ardmore Police Department, Ardmore, Oklahoma

June 10 - 12, 2009 Invited Presenter – How to Pass Your Audit on the First Visit, 4th Annual Alcohol Drug Substance Abuse Course Summer Conference, Tulsa, Oklahoma

May 14, 2009 Invited Presenter - Drug Free Workplace Annual Training for staff of Sunshine Industries, Ardmore Oklahoma

March 24, 2009 Invited Presenter – Depression: Signs, Symptoms, and Treatment, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma

January 22, 2009 Invited Presenter – Methamphetamine Awareness, Town Hall Meeting sponsored by Crystal Darkness Oklahoma, Oklahoma Department of Mental Health and Substance Abuse Services, and Carter County Health Department, Ardmore, Oklahoma

January 13, 2009 Invited Panel Presenter – Crystal Darkness, Oklahoma Department of Mental Health and Substance Abuse Services, Ardmore Convention Center, Ardmore, Oklahoma

December 4, 2008 Invited Presenter – Stress Management: Finding Balance, Healdton Municipal Hospital, Healdton, Oklahoma

December 2, 2008 Invited Presenter – What is the Employee Assistance Program and How Can it Help Me? Quintin Little Company, Ardmore, Oklahoma

October 15, 2008 Invited Presenter - Stress Management: Finding Balance, Mercy Memorial Health Center, Ardmore, Oklahoma

June 24, 2008 Invited Presenter – Compulsive Gambling, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma

September 26, 2007 Invited Presenter – Maintaining Wellness, The Samuel Roberts Noble Foundation, Ardmore, Oklahoma

March 20, 2007 Invited Presenter - Drug Free Workplace Annual Training for Staff and Recognizing Signs and Symptoms of Substance Use for Supervisors of Sunshine Industries, Ardmore Oklahoma

January 18, 2007	Invited Presenter - It's the Day to Day That's Making Me Sick: Stress and Time Management Skills, Sunshine Industries, Ardmore, Oklahoma
December 12, 2006	Invited Presenter – Compassion Fatigue, Healdton Municipal Hospital, Healdton, Oklahoma
November 14, 2006	Invited Presenter - It's the Day to Day That's Making Me Sick: Stress and Time Management Skills, Healdton Municipal Hospital, Healdton, Oklahoma
November 11, 2006	Invited Presenter – Substance Abuse and Gambling Prevention Seminar for Parents, sponsored by Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
September 22, 2006	Invited Presenter - Compassion Fatigue, Mercy Memorial Health Center, Ardmore, Oklahoma
September 11, 2006	Invited Presenter – Gambling Addiction, American Association of University Women, Ardmore, Oklahoma
August 31, 2006	Invited Presenter – It's the Day to Day That's Making Me Sick: Stress and Time Management Skills, Mercy Memorial Health Center, Ardmore, Oklahoma
June 14, 2006	Invited Presenter - Substance Abuse and Domestic Violence, Domestic Violence Task Force, Ardmore, Oklahoma
May 10, 2006	Invited Presenter – Substance Abuse and Child Neglect, Carter County Department of Human Services Child Welfare, Ardmore, Oklahoma
October 4, 2005	Invited Presenter – It's the Day to Day That's Making Me Sick: Time and Stress Management Skills, Oklahoma Safety Council 2005 Fall Conference, Ardmore, Oklahoma;
November 18-19, 2004	Invited Presenter – Drug Free Workplace and Recognizing Signs and Symptoms of Drug and Alcohol Use for Employees Under the Department of Transportation Rules and Regulations, City of Ardmore, Ardmore, Oklahoma
April 23, 2004	Invited Presenter – Drug Abuse in Teens, Ardmore High School, Ardmore, Oklahoma
October 29, 2003	Invited Presenter – Depression and Diabetes, Mercy Memorial Health Center Diabetes Fair, Ardmore, Oklahoma
June 25, 2002	Invited Presenter – Substance Abuse in our Community, Ardmore Kiwanis Club, Ardmore, Oklahoma
January 4, 2002	Invited Presenter – Substance Abuse Prevention, Communities in Schools Winter Lock In, Ardmore, Oklahoma
November 13, 2001	Invited Panel Presenter – Drugs in our Community, Speak Out Panel, Take Two Alternative School, Ardmore, Oklahoma
October 13 - 14, 1994	Invited Presenter – Representative Payee Program: How it Works, Case Managers: Making a Difference Conference, Tulsa, Oklahoma;

GRANTS and CONTRACTS:

- 2019 Mini-Grant to present original research at National Association of Addiction Counselors (NAADAC) Annual Conference, Orlando, Florida
- 2018 Mini-Grant for Professional Development for NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Washington, DC
- 2015 Mini-Grant for Professional Development for Transformative Learning Conference, University of Central Oklahoma, Edmond, Oklahoma
- 2014 Mini-Grant for Professional Development for NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Dallas, Texas

PROFESSIONAL SERVICE:

- February 23, 2021 National Association for the Education of Young Children Site Visit for Grayson College Child Development Program Accreditation
- Oct. – Dec. 2020 Oklahoma Association for Problem and Compulsive Gambling Committee to Establish Oklahoma State Gambling Counselor Certification Criteria
- May – July 2020 Clinical Consultant for Nurse Practitioner completing coursework for Psychiatric Nurse Practitioner Certification
- 2019 – Present Board Member, Oklahoma Association for Problem and Compulsive Gambling
- Fall 2019 Research Consultant, Oklahoma Association for Problem and Compulsive Gambling
- June 22, 2019 Over the Edge fundraiser participant for the University Center of Southern Oklahoma
- 2014 – Present Grayson College Child Development Advisory Board
- 2014 – Present Consultant, Arbuckle Life Solutions, Inc.
- 2012 – Present Employee Assistance Program Consultant, Michelin Family Health Center
- 2012 – 2016 Pro-bono licensure supervision for clinician from Community Children’s Shelter and Family Support Center
- 2008 – 2012 Board Member, The Glen Foundation
- 2000 – 2001 Board Member, Broadway House, Inc.
- 1997 – 2002 Board Member, Family Shelter of Southern Oklahoma
- 1999 & 2001 President of the Board, Family Shelter of Southern Oklahoma
- 1999 – 2002 Personnel Committee Chair, Family Shelter of Southern Oklahoma
- 1990 – 1991 Board Member, TransVoc, Inc.
- 1989 – 1990 Volunteer, Domestic Violence Intervention Services

Licensed Professional Counselor and Board Approved Supervisor, Oklahoma # 1464
 Licensed Alcohol and Drug Counselor and Board Approved Supervisor, Oklahoma #78

International Certified Gambling Counselor – II, #823

PROFESSIONAL DEVELOPMENT:

September 9, 2021	An Introduction to Incident Command System (IS-00100.c), Emergency Management Institute, Federal Emergency Management Agency
September 9, 2021	An Introduction to the National Incident Management System (IS-00700.b), Emergency Management Institute, Federal Emergency Management Agency
April 1 – 2, 2021	Virtual Conference 2021 (12 hours including 3 hours of Ethics), Oklahoma Drug and Alcohol Professional Counselor Association
March 31, 2021	Supervision Ethics Training (3 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors
March 26, 2021	Using Technology with Gambling Disorder Clients (1.5 hours), Oklahoma Association of Problem and Compulsive Gambling (OAPCG)
March 19, 2021	Tune In or Out of Tune?! Culturally Attuned Gambling Disorder Treatment (1.5 hours), Prevention, and Wellness, Oklahoma Association of Problem and Compulsive Gambling (OAPCG)
March 12, 2021	Addressing Health Disparities and Building Equity: Revolutionizing a Path Forward (1.5 hours), Oklahoma Association of Problem and Compulsive Gambling (OAPCG)
March 5, 2021	Relationships and Gambling Disorder: The Gentle and Firm Hands of Compassion (1.5 hours), Oklahoma Association of Problem and Compulsive Gambling (OAPCG)
October 14, 2020	What's in a Name? Hispanic History, Culture, and Identity, Dr. Rolando Diaz, Southeastern Oklahoma State University
March 6, 2020	Oklahoma Association for Problem and Compulsive Gambling (OAPCG, 7 hours) Annual Conference, Shawnee, Oklahoma
February 21, 2020	Supervision Ethics (3 hours) and Broken Wing Relationships (3 hours), Southeastern Oklahoma State University Graduate School
February 7, 2020	Ethics in the 21 st Century (3 hours) and How Love Changes the Brain (3 hours), Southeastern Oklahoma State University Graduate School
Nov. 20 - 23, 2019	NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Nashville, Tennessee
October 1, 2019	National Association of Alcohol and Drug Addiction Counselors (NAADAC), the Association for Addiction Professionals Annual Conference, Orlando, Florida
July 19-20, 2019	National Council on Problem Gambling Annual Conference (11 hours), Denver, Colorado
May 1, 2019	Accessibility Training (8 hours), Southeastern Oklahoma State University
March 4-5, 2019	Oklahoma Spring Conference (12 hours including 3 hours of Ethics), Oklahoma Drug and Alcohol Professional Counselor Association, Norman, Oklahoma

March 3, 2019	Supervision Ethics for Current Supervisors (3 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors, Norman, Oklahoma
March 1, 2019	Statewide Conference on Problem Gambling (7 hours), Oklahoma Association of Problem and Compulsive Gambling, Shawnee Oklahoma
Nov. 14 - 17, 2018	NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Washington, DC
October 19, 2018	Sports Gambling Summit (5.5 hours), Oklahoma Association for Problem and Compulsive Gambling (OAPCG), Shawnee, Oklahoma
October 12, 2018 Oklahoma	Wayne Dixon Honorary Scholarship Workshop (6 hours), Durant,
September 1, 2018	Master Clinician Series: The Adverse Childhood Experiences Study (1 hour), Vincent Felitti, MD, PESI, Inc.
July 10, 2018	Respondus Online Browser Training
June 25, 2018	Sand Tray Play Therapy (6.25 hours), Christine Dargon, Ph.D., PESI, Inc.
April 12, 19, 26,	Analyzing Count Data: Poisson, Negative Binomial, and Other Essential
May 3, 17, 24, 2018	Models Workshop (12 hours). The Analysis Factor
April 5 - 6, 2018	ODAPCA Bi-Annual Spring Conference (12 hours), Oklahoma Drug and Alcohol Professional Counselors Association (ODAPCA), Norman, Oklahoma
April 4, 2018	LADC Supervisor Ethics (3 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors, Norman Oklahoma
Jan. 11-12, 2018	Chalk and Wire Training, Southeastern Oklahoma State University, Durant, Oklahoma
Nov. 15-18, 2017	NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Atlanta, Georgia
June 16, 2017	Counselor Ethics and Supervision Ethics (6 hours), Open Arms Behavioral Health, Lawton, Oklahoma
May 25, 2017	Autism & Asperger's Syndrome Conference (4 hours), Future Horizons, Inc., Ft. Worth, Texas
April 6 - 7, 2017	ODAPCA Bi-Annual Spring Conference (12 hours), Oklahoma Drug and Alcohol Professional Counselors Association (ODAPCA), Norman, Oklahoma
March 3, 2017	OAPCG Annual Statewide Conference on Problem Gambling (7 hours), Oklahoma Association on Problem and Compulsive Gambling (OAPCG) & National Council on Problem Gambling (NCPG), Newcastle, Oklahoma
June 22, 2016	Tourette Syndrome; Anabolic Steroid Abuse; Suicide Assessment and Treatment (5 hours), Continuing Education for Less
June 21, 2016	Alzheimer's Disease: Unraveling the Mystery (1.5 hours), Continuing Education for Less

June 17, 2016	Counselor Ethics and Supervisor Ethics (6 hours), Open Arms Behavioral Health, Lawton, Oklahoma
March 4, 2016	OAPCG Annual Statewide Conference on Problem Gambling (7 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Newcastle, Oklahoma
Nov. 18 - 21, 2015	NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Orlando, Florida
October 24 - 25, 2015	Feeling State Addiction Protocol (13 hours), Robert Miller Ph.D., Oklahoma City, Oklahoma
October 15, 2015	Improving your Online Course (20+ hours), Quality Matters Program
August 12, 2015	Civilian Response to Active Shooter Events (1 hour), Durant, Oklahoma Police Department
June 20, 2015	Sexual Orientation; Brain Basics: Understanding Sleep (1.5 hours), Continuing Education for Less
June 12, 2015	Supervisor Ethics (3 hours), Open Arms Behavioral Health, Lawton, Oklahoma
April 9 - 10, 2015	Biannual Spring Conference (12 hours), Oklahoma Drug and Alcohol Professional Counselor Association, Norman, Oklahoma
April 2, 2015	Culture in the Classroom (1 hour), Southeastern Oklahoma State University, Durant, Oklahoma
March 27, 2015	Transformative Learning Conference, University of Central Oklahoma, Edmond, Oklahoma
March 6, 2015	OAPCG Annual Statewide Conference on Problem Gambling (7 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Newcastle, Oklahoma
Nov. 6 - 8, 2014	NAEYC Annual Conference and Expo, National Association for the Education of Young Children (NAEYC), Dallas, Texas
June 23, 2014	Sleep-Wake System Neurobiology and Pathophysiology of Insomnia (1 hour), CME Outfitters
May 19, 2014	Substance Abuse Among Older Adults: Part I (4 hours), Continuing Education for Less
April 4, 2014	39 th Bi-Annual Oklahoma Conference on Addiction (6 hours), Oklahoma Drug & Alcohol Professional Counselor Association (ODAPCA), Norman, Oklahoma
April 2, 2014	LADC Supervisor Ethics (3 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors, Norman, Oklahoma
March 7, 2014	OAPCG 7 th Annual Statewide Conference on Problem Gambling (7 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Newcastle, Oklahoma

November 1, 2013	Mindfulness and the Spiritual Brain: Tools for Recovery (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma City, Oklahoma
October 24, 2013	Applying the Quality Matters Rubric – FY12 (APPQMR): Using 2011-2013 Rubric (6 hours), Quality Matters Program, Tishomingo, Oklahoma
Sept. 27 - 29, 2013	Eye Movement Desensitization and Reprocessing International Association Conference (16.5 hours), Eye Movement Desensitization and Reprocessing International Association, Austin, Texas
July 13, 2013	Gambling Addiction Treatment and Aftercare Strategies (10 hours), North American Training Institute
May 24, 2013	Supervision Ethics (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
April 5, 2013	38 th Bi-Annual Oklahoma Conference on Addiction Recovery: Pieces of the Puzzle (6 hours), Oklahoma Drug & Alcohol Professional Counselor Association, Norman, Oklahoma
Nov. 28 - 30, 2012	6 th Annual Prevention and Recovery Conference “Journey of Discovery” (16.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Norman, Oklahoma
June 1, 2012	Supervisory Ethics (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
June 1, 2012	Ethics (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
May 23, 2012	Identification of Gang Related Tattoos (4 hours), Chickasaw Nation, Ardmore, Oklahoma
November 4, 2011	Managing the Pathological Gambler in Recovery: Advanced Training for Gambling Counselors (6.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma City, Oklahoma
April 8, 2011	5 th Annual Prevention and Recovery Conference “Making Connections” (16.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Norman, Oklahoma
September 21, 2011	Supervision Re-Certification Training (3 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors, Norman, Oklahoma
August 18, 2011	Improving Recovery Success (1 hour), National Association for Addiction Professionals
April 8, 2011	6 th Annual Alcohol Drug Substance Abuse Course (ADSAC) Summer Conference (12 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Norman, Oklahoma
May 13 - 15, 2011	Eye Movement Desensitization and Reprocessing Basic Training – Second Weekend (20 hours), Rick Levinson, LCSW, Austin, Texas
April 15, 2011	Supervisory Ethics (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
April 8, 2011	Methadone Myths and Facts (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Ardmore, Oklahoma

March 4 - 6, 2011	Eye Movement Desensitization and Reprocessing Basic Training – First Weekend (20 hours), Rick Levinson, LCSW, Austin, Texas
September 10, 2010	Alcohol Drug Substance Abuse Course (ADSAC) 10- and 24-hour Course Facilitation Update (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Oklahoma City, Oklahoma
June 17, 2010	Problem and Compulsive Gambling Treatment Model Training (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Norman, Oklahoma
June 2 - 3, 2010	5 th Annual Alcohol Drug Substance Abuse Course (ADSAC) Summer Conference (12 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Norman, Oklahoma
May 12, 2010	Breakthrough Pain Challenge: An Expert Led Debate (1 hour), MediCom Worldwide, Inc.
April 9, 2010	A Model for Ethical Decision Making (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
April 9, 2010	Supervisory Ethics (3 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
March 29, 2010	Managing in Stressful Times (6 hours), Norman Addiction Information and Counseling, Norman, Oklahoma
April 1, 2010	When Should Opioids be Discontinued? Assessing Aberrant Medication Use Behaviors in Patients with Chronic Pain (1 hour), MediCom Worldwide, Inc.
March 5, 2010	3rd Annual Statewide Conference on Problem Gambling: The Scope and Boundaries of Problem Gambling Treatment (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), Newcastle, Oklahoma
February 26, 2010	Improving Outcomes in Opiate Addiction in the Outpatient Setting (1 hour), Continuing Medical Education (CME) Outfitters
November 2, 2009	Supervision Training for LADCs: Oklahoma Law, Procedures and Ethics (7.5 hours), Oklahoma Board of Licensed Alcohol and Drug Counselors, Norman, Oklahoma
September 30, 2009	Methadone Symposium (7 hours), National Association of Drug Diversion Investigators (NADDI), Oklahoma Bureau of Narcotics and Dangerous Drugs Control (OBNDD), and Regional Organized Crime Information Center (ROCIC), Ardmore, Oklahoma
August 25, 2009	Addiction and Substance Abuse in Oklahoma (2 hours), East Central University Department of Human Resources, Ada, Oklahoma
August 19, 2009	The Story of Sue: Clinical Case Presentation (7 hours), North American Training Institute
June 17, 2009	Ethics: The Core Value of Therapists (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
June 10 - 12, 2009	4 th Annual Alcohol Drug Substance Abuse Course (ADSAC) Summer Conference (18 hours) (also was a presenter), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma

March 31, 2009	Changing Employee Health: Science to Impact Healthy Quarters Leadership Seminar (5 hours), The Change Companies, Sulphur, Oklahoma
March 6, 2009	Problem Gambling Prevention and Treatment Conference: Broken Lives, Broken Families-The Effects of Problem Gambling on Society (7 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Newcastle, Oklahoma
February 18, 2009	Counseling and Brain Plasticity Theory: Changing Thoughts, Creating Maps, Empowering Relationships (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
December 12, 2008	Ethics and Supervision (3 hours), Oklahoma Mental Health Counselors Association, Oklahoma City, Oklahoma
June 13, 2008	Supervision Redux Three: A 3-hour Excursion into Best Practices (3 hours), Family and Children's Consultants, Ardmore, Oklahoma
June 3, 2008	A Model for Ethical Decision Making (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
May 28 - 30, 2008	Third Annual Alcohol Drug Substance Abuse Course (ADSAC) Summer Conference (17.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Edmond, Oklahoma
March 3 - 4, 2008	Second Annual Problem Gambling Prevention and Treatment Conference (13 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Norman, Oklahoma
May 30, June 27, July 25, & August 21, 2007	Standards for Excellence Clinic Series, Oklahoma Center for Non-Profits, Ardmore, Oklahoma
September 15, 2007	24-Hour Alcohol Drug Substance Abuse Course (ADSAC) Facilitator Training (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
September 7, 8 & 14 th , 2007	10-Hour Alcohol Drug Substance Abuse Course (ADSAC) Facilitator Training (18 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
August 29, 2007	Administration and Scoring of the Shipley Institute of Living Scale and its Clinical Applications (2 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
June 28, 2007	Overview of Religions and Expressions of Spirituality (1.5 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
June 19, 2007	2007 Oklahoma Administrative Code Standards and Criteria Revisions (5.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services Provider Certification Department, Oklahoma City, Oklahoma
June 14, 2007	Ethics and Issues in Supervision (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
June 8 - 10, 2007	21 st Annual Conference on Problem Gambling Prevention, Research, Recovery and Treatment: Improving Practice and Managing Consequences for Problem Gambling, Substance Abuse and Co-occurring Disorders (14.5 hours), National Council on Problem

	Gambling and Midwest Consortium on Problem Gambling and Substance Abuse, Kansas City, Missouri
June 6, 2007	Sexual Harassment (1.5 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
May 23, 2007	Ethics Updates and Engaging the Spirituality of Clients (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
Aug. 16 - 18, 2006	Problem Gambling and Co-Occurrence: Improving Practice and Managing Consequences (12.5 hours), Midwest Consortium on Problem Gambling, Kansas City, Missouri
June 27, 2006	2006 Oklahoma Administrative Code Standards and Criteria, (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
June 7, 2006	Supervisor Refresher Training: Introduction to Multiple Intelligence Theory and Supervision Style (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
June 8 - 9, 2006	Alcohol Drug Substance Abuse Course Summer (ADSAC) Conference (10.5 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Norman, Oklahoma
January 12 - 13, 2006	Problem and Compulsive Gambling is the Issue - Phase I (15 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
January 4, 2006	Boundaries: Ethics and Law (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
November 18 & December 2, 2005	Counselor Supervision Workshop (15 hours including 3 hours of Ethics Training), Thom Balmer, MA, LPC, LMFT, Ardmore, Oklahoma
November 7 - 8, 2005	Problem and Compulsive Gambling is the Issue - Phase IV (15 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
October 26, 2005	Alcohol Drug Substance Abuse Course (ADSAC) Assessor Training NEEDS Assessment (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
October 26, 2005	Alcohol Drug Substance Abuse Course (ADSAC) Assessor Training SALCE Assessment (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
Oct. 19 - 20, 2005	Problem and Compulsive Gambling is the Issue - Phase III (15 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
Sept. 22 - 23, 2005	Problem and Compulsive Gambling is the Issue - Phase II (15 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
July 29, 2005	Alcohol Drug Substance Abuse Course (ADSAC) Assessor Training Update (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Norman, Oklahoma
June 28, 2005	2005 Oklahoma Administrative Code Standards and Criteria (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
April 27, 2005	Forensic Counseling Services (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Okl

February 16, 2005	Counseling Ethics Seminar (3 hours), Thom Balmer, MA, LPC, LMFT, Ardmore, Ok
September 30 &	Critical Incident Stress Management: Group Crisis Intervention (14 October 1, 2004 hours), University of Maryland
March 3, 2004	Counselor Ethics in the 21 st Century (3 hours), Shepherd Counseling Services, Ardmore, Oklahoma
February 5 - 6, 2004	Sixteenth Annual Substance Abuse Conference: Creating Healthy Families and Communities (13.75 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma
August 4 - 5, 2003	Correct Administration and Application of the Addiction Severity Index (13 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma
June 18, 2003	Changes in the Administration and Application of the Alcohol Drug Substance Abuse Course (ADSAC) Assessment Process (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma
June 7, 2003	Introduction to Divorce Mediation (1 hour), i-counseling.net
May 22, 2003	Pharmacology of Third Generation Atypical Antipsychotics (1 hour), Bristol-Myers Squibb
April 9, 2003	Mortimer Filkins Assessment (1 hour), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
April 9, 2003	HIPAA (2 hours), Arbuckle Life Solutions, Inc., Ardmore, Oklahoma
January 30 - 31, 2003	Fifteenth Annual Substance Abuse Conference: Creating Healthy Families and Communities (12 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma
January 29, 2003	Treatment Institute: Helping Women Recover (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Tulsa, Oklahoma
June 9 - 14, 2002	Twenty-Ninth Annual MidSOUTH Summer School on Alcohol and Other Drug Abuse Problems (28.5 hours), University of Arkansas at Little Rock, Arkansas
May 30 - 31, 2002	Grant Writing A-Z: How to Get Successfully Funded (13.5 hours), Ardmore, Oklahoma YWCA
March 1, 2002	Seventh Annual Inhalants Conference: The Invisible Threat (6.5 hours), Texas Substance Abuse Prevention Coalition, Dallas, Texas
February 21, 2002	Twenty-Fifth Annual Oklahoma Conference on Prevention, Treatment and Innovations (6 hours), Oklahoma Drug and Alcohol Professional Counselor Association, Oklahoma City, Oklahoma
October 23, 2001	Eleventh Healthy Lifestyles Conference, The Rights of Victims in the Criminal Justice System (4 hours), The Family Shelter Advisory Committee, Ardmore, Oklahoma

August 30 - 31, 2001	The Meth Epidemic: New Knowledge, New Treatment & The Matrix Model of Outpatient Treatment (9 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
July 26 - 27, 2001	The Revised ASAM Patient Placement Criteria (11 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma City, Oklahoma
June 10 - 15, 2001	Twenty-Eighth Annual MidSOUTH Summer School on Alcohol and Other Drug Abuse Problems (29.5 hours), University of Arkansas at Little Rock, Arkansas
January 18, 2001 City, Oklahoma	Driver Risk Inventory - II (6 hours), Behavior Data Systems, Oklahoma
Nov. 30 & Dec. 1, 2000 City, Oklahoma	Community Based Drug Courts' Conference (11 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma
June 11 - 16, 2000	Twenty-Seventh Annual MidSOUTH Summer School on Alcohol and Other Drug Abuse Problems (28 hours), University of Arkansas at Little Rock, Arkansas
October 21, 1999	Tenth Annual Healthy Lifestyles Conference (5 hours), The Family Shelter Advisory Committee, Ardmore, Oklahoma
October 7, 1999	A Pregnant Pause: Fetal Alcohol Syndrome Education and Prevention (2 hours), Stephen Carlton, Ph.D. and Louise Carlton, RN Northcare / Oklahoma DMHSAS, Ardmore, Oklahoma
June 13 - 18, 1999	Twenty-Sixth Annual MidSOUTH Summer School on Alcohol and Other Drug Abuse Problems (30.5 hours), University of Arkansas at Little Rock, Arkansas
March 1 - 2, 1999	HIV, STDs, TB and Substance Use: Shared Prevention Strategies (14.8 hours), University of Texas Southwestern Medical Center, Dallas, Texas
February 26, 1999	Eating Disorders: Evaluation and Treatment (6 hours), Oklahoma Institute for Mental Health Education and Training, Norman, Oklahoma
October 23, 1998	Integrated Services for the Dually Diagnosed (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Norman, Oklahoma
October 22, 1998	Ninth Annual Healthy Lifestyles Conference (5 hours), The Family Shelter Advisory Committee, Ardmore, Oklahoma
June 14-19, 1998	Twenty-Fifth Annual MidSOUTH Summer School on Alcohol and Other Drug Abuse Problems (31 hours), University of Arkansas at Little Rock, Arkansas
June 5, 1998	Relapse Prevention for Chemically Dependent Criminal Offenders (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services, Norman, Oklahoma
May 8, 1998	HIV Prevention update on surveillance of HIV/AIDS and Prevention Among Injection Drug Users (2 hours), Oklahoma State Department of Health, Oklahoma City, Oklahoma
January 12, 1998	Oklahoma Foundation for Medical Quality Regional Conference (5.25 hours), Oklahoma Foundation for Medical Quality, Oklahoma City, Oklahoma
June 6 - 8, 1997	Eye Movement Desensitization and Reprocessing (EMDR), Level I Training (17 hours), EMDR Institute, Inc.

Nov. 15 - 16, 1996	Drinking Driver Offenders Assessment, Qualified Practitioner Training (12 hours), Oklahoma Department of Mental Health and Substance Abuse Services
October 25, 1996	Substance Abuse Subtle Screening Inventory, Level I & II Certification (7 hours), Community Care EAP
October 24, 1996	Blood borne Pathogens Annual Update (1 hour), Rolling Hills Hospital, Ada, Oklahoma
June 4 - 5, 1996	Nonviolent Crisis Intervention (12 hours), National Crisis Prevention Institute, Ada, Oklahoma
April 17, 1996	Dual Diagnosis: Treating the Difficult Patient (1 hour), Laureate Psychiatric Clinic and Hospital, Tulsa, Oklahoma
April 8, 1996	Handling Employee Discipline and Performance Mistakes (6 hours), Seminars International
December 7, 1995	Becoming More Effective in a Diverse Organization; Serving a Diverse Clientele (6 hours), Department of Human Rights, City of Tulsa, Oklahoma
May 25, 1995	Developing the Right Frame of Mind (4 hours), OU Center for Public Management, Supported Employment
May 10, 1995	Facilitating Natural Supports in the Workplace (6 hours), OU Center for Public Management & Education and Development
Feb. 23 - 24, 1995	Job Club Training - Train the Trainer (10 hours), OU Center for Public Management & Education and Development
January 20, 1995	Mental Health Employment Specialist Competency Test (passed 99%), OU College of Continuing Education
Dec. 14 - 15, 1994	Brain Function and its Implications on Employment (6 hours), OU Center for Public Management and Educational Development
Oct. 13 - 14, 1994	Case Managers: Making a Difference - Fifth Annual Conference (10 hours) (also was a presenter), Oklahoma Department of Mental Health and Substance Abuse Services
May 11 - 12, 1994	Confrontation and Coaching (15 hours), OU College of Continuing Education
November 19, 1993	Clinician/Manager: Problems, Pitfalls, and Possibilities (5 hours), Oklahoma Department of Mental Health and Substance Abuse Services
September 17, 1993	Anxiety, Rituals, Fear, and the Blues: An Update on Diagnosis and Treatment (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services
September 1993	Electronic Progress Notes (2 hours), Parkside, Inc., Tulsa, Oklahoma
June 16 - 17, 1993	Working with People and Managing Conflict (6 hours), Tulsa Technology Center - Adult Training and Development
Sept. 16 - 17, 1992	Case Managers: Making a Difference - Third Annual Conference (10 hours), Oklahoma Department of Mental Health and Substance Abuse Services

September 11, 1992	Borderline Personality Disorder Workshop (6 hours), Oklahoma Department of Mental Health and Substance Abuse Services
October 9, 1992	Brief Counseling Workshop (6 hours), American Counseling Association
Feb. 22 - 23, 1992	Borderline and Narcissistic Conditions Workshop (12 hours), James Masterson, MD
August 13 - 15, 1991	HIV Serologic Testing and Counseling and Partner Notification Techniques (12 hours), Oklahoma State Department of Health
June 3 - 7, 1991	Psychiatric Rehabilitation of Persons from Ethnic Minorities (30 hours), Linda Katz, Ph.D., University of Pittsburgh
May 22 - 23, 1991	Case Managers: Making a Difference - Second Annual Conference (10 hours), Oklahoma Department of Mental Health and Substance Abuse Services
May 7 - 8, 1991	Controlling Aggression in the Patient's Environment (C.A.P.E.) (13 hours), Tulsa Psychiatric Center and Mental Healthcare Services
August 24, 1990	Orientation to Deaf and Hearing Impaired Issues (2 hours), Oklahoma Department of Mental Health and Substance Abuse Services
August 11, 1989	Mental Retardation - Direct Care Skills Training - (160 Hours), Oklahoma Department of Human Services, Tulsa County Vocational Technical Center
July 11, 1989	Medication Administration Training, Tulsa County Vocational Technical Center

Courtney Boise, Ph.D.
 Assistant Professor of Psychology
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EDUCATIONAL BACKGROUND

- Ph.D. 2019 University of Nebraska–Lincoln, Developmental Psychology
Dissertation: Supporting social-emotional development for children with identified developmental concerns: The impact of parenting and executive function
- M.A. 2016 University of Nebraska–Lincoln, Developmental Psychology
Thesis: Building parent–teacher partnerships: An examination of strategies for promoting parent engagement in rural publicly funded preschools
- B.A. 2010 University of Notre Dame, Psychology and History, *cum laude*

RESEARCH INTERESTS

I use both qualitative and quantitative methods of inquiry to address research questions pertaining to child outcomes embedded in multiple overlapping systems in family and school contexts. I explore how factors, such as home visiting, promote positive parent-teacher partnerships in early childhood; the interplay between dyadic relationships (i.e., parent-child, teacher-child, teacher-parent), executive function and social-emotional skills; and early intervention efforts to close opportunity gaps.

PROFESSIONAL POSITIONS

- 2021-present *Assistant Professor, Department of Behavioral Sciences*
 Southeastern Oklahoma State University
 Teach 24-30 credit hours (CH) each year. Supervise research lab focused on dyadic relationships, executive function, social-emotional skills, and early intervention.
- 2019–2021 *Postdoctoral Research Associate, Early Learning Network*
 University of Nebraska–Lincoln
 Assisted on a study examining malleable factors in preschool through third grade to reduce opportunity gaps, with a particular focus on individualized classroom experiences, educator practices, and education in the context of the COVID-19 pandemic.
- 2014–2019 *Graduate Student Research Assistant, The Getting Ready Project*
 University of Nebraska–Lincoln
 Assisted on a longitudinal evaluation of a coach-based intervention to build parent–teacher partnerships and improve school readiness for preschool children with identified developmental concerns, with a particular focus on observational assessment, educator strategies, parenting behaviors and children’s social-emotional skills.

- 2017 *Graduate Student Research Assistant, Nebraska Early Development Network*
University of Nebraska at Omaha
Assisted with a mixed methods evaluation of a Routines-Based Interview pilot program for planning region teams to improve early intervention services in Nebraska.
- 2013–2016 *Graduate Student Research Assistant, Math Early On*
University of Nebraska–Lincoln
Assisted with a professional training for preschool teachers on mathematics instruction, with a particular focus on developing math activities centered around family engagement.
- 2010–2013 *Project Coordinator, The Me & My Family Project*
University of Notre Dame
Assisted on a dual-site longitudinal study examining family processes and child adjustment, with a particular focus on adolescent attachment and maternal emotion discussion.

SUPPLEMENTAL ACADEMIC AND PROFESSIONAL EXPERIENCE

- 2016, March *Reggio Emilia Study Group and Pistoia Study Group*
Visited early childcare centers in Reggio Emilia and Pistoia, Italy, and attended lectures to learn more about their approach to early childhood education.
- 2014, Spring *Child, Youth and Family Studies (UNL) Internship in Jalgaon, India*
Observed classrooms using progressive approaches to education in an Indian context and prepared technical report about mathematics instruction at two schools in Jalgaon, India, based on field notes.

SCHOLARLY ACTIVITIES

Publications

- Knoche, L. L., Boise, C., Sheridan, S. M., & Cheng, K. (in press). Promoting expressive language skills for preschool children with developmental concerns: Effects of a parent-educator partnership intervention. *Elementary School Journal*.
- Sheridan, S. M., Knoche, L. L., Boise, C., A., Witte, Koziol, N., Prokasky, A., Schumacher, R. & Kerby, H. (2021). Relationships as malleable factors for children's social-behavioral skills from preschool to grade 1: A longitudinal analysis. *Early Education and Development*, 1-21.
- Kuhn, M., Boise, C., Marvin, C. A., & Knoche, L. L. (2021). Challenging behaviors and executive function in preschool-aged children: Relationships and implications for practice. *Infants and Young Children*, 34(1), 46-65.
- Kuhn, M., Boise, C., Bainter, S., & Hankey, C. (2020). Statewide policies to improve early intervention services: Promising practices and preliminary results. *Education Policy Analysis Archives*, 28(148), 1-26.

- Ren, L., Cheung, R. Y., Boise, C., Li, X., & Fan, J. (2020). Fathers' perceived co-parenting and children's academic readiness among Chinese preschoolers: Longitudinal pathways through parenting and behavioral regulation. *Early Childhood Research Quarterly, 53*, 77-85.
- Sheridan, S. M., Knoche, L. L., Boise, C., Moen, A. L., Lester, H., Edwards, C. P., Shumacher, R., & Cheng, K. (2019). Supporting preschool children with developmental concerns: Effects of the Getting Ready Intervention on school-based social competencies. *Early Childhood Research Quarterly, 48*, 303-3016.
- Cheung, R. Y. M., Boise, C., Cummings, E. M., & Davies, P. T. (2018). Mothers' and fathers' roles in child adjustment: Parenting practices and mothers' emotion socialization as predictors. *Journal of Child and Family Studies, 27*(12), 4033-4043.

Under Review

- Ren, L., Boise, C., & Cheung, R. Y. Consistent routines matter: Child routines mediated between interparental functioning and school readiness. *Early Childhood Research Quarterly*.

Invited Addresses

- Boise, C. (2021, March). *Dyadic relationships and early intervention*. The Education University of Hong Kong, Hong Kong.
- Boise, C. (2020, November). *Parent-teacher partnerships and early intervention*. The Education University of Hong Kong, Hong Kong.
- Kuhn, M. & Boise, C., (2019, November). *Executive function and challenging behaviors in preschool-aged children*. Professional Development for All Institute, Omaha, NE.
- Knoche, L.L., & Boise, C. (2019, September). *Grandparent relationship strategies*. Osher Lifelong Learning Institute (OLLI), Lincoln, NE.
- Boise, C., Knoche, L. L., & Sheridan, S. M. (2019, May). *Getting Ready: A parent engagement approach for promoting children's school readiness*. 2019 Conference of Research in Early Childhood Education, Hong Kong.
- Knoche, L.L. & Boise, C. (2019, April). *Early childhood: An optimal developmental period for promoting children's lifelong success*. Osher Lifelong Learning Institute (OLLI), Lincoln, NE.
- Knoche, L. L., Moen, A. L., & Boise, C. (2015, September). *Dialogic reading*. Head Start Child and Family Development, Hastings, NE.
- Boise, C. (2015, September). *Why are students so excited about maths?: Experiences at the Anubhuti Schools in Jalgaon, India*. Retired Teachers Association, Weeping Water, NE.

International & National Conference Presentations

**Denotes Mentored Undergraduate Co-Author*

- Boise, C., Sheridan, S. M., Knoche, L. L., Iruka, I. U., Witte, A., & Prokasky, A. (2021, April). Classroom approaches related to children's academic and social-emotional outcomes in early elementary school. In S. M. Sheridan (Chair), *Teacher Practices and Individual Student Experiences: Measuring Influences on Pre-Kindergarten through Third Grade Students*. Paper symposium presented at the 2021 virtual biennial meeting of the Society for Research in Child Development.
- Boise, C., Knoche, L. L., Sheridan, S. M., & Prokasky, A. (2020, November 30-December 3). *Factors predicting engagement in one-on-one interactions between early educators and parents during home visits*. Poster presented at the 2020 National Research Conference on Early Childhood, Washington, DC, United States.
- Knoche, L. L., Sheridan, S.M., Boise, C.E., Prokasky, A.A., Scruggs, S.L. & Hechtner-Galvin, T.S. (2020, November 30 – December 3). Creating connections between infant/toddler educators and families: effects of the Getting Ready 0-3 approach. In K. Dwyer (Chair), *Targeting Parents and Teachers to Support Infant and Toddler Development: Initial Findings from the Early Head Start Parent-Teacher Intervention Consortium*. Paper symposium presented at the 2020 National Research Conference on Early Childhood, Washington, DC, United States.
- Boise, C., & Knoche, L. L. (2019, April). *Social-emotional development for children with identified developmental concerns: The impact of parenting and executive function*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Meisinger, R. E., Sheridan, S. M., Knoche, L. L., Boise, C., Cheng, K., Kerby, H. M., & Moen, A. L. (2018, August). *The effects of the Getting Ready intervention on the home learning environment*. Poster presented at APA's 2018 Annual Convention in San Francisco, CA.
- Boise, C., Knoche, L. L., Cheng, K., & Marvin, C. A. (2018, June). *Profiles of early educators' strategy use during home visits: Predicting parent engagement*. Poster presented at the 2018 National Research Conference on Early Childhood, Washington, DC.
- Knoche, L. L., Sheridan, S.M., Cheng, K., Boise, C., & Moen, A. (2018, June). Parent Engagement and Children's Learning: Effects of a Parent-Educator Partnership Intervention. In B. Harden (Chair), *Early Childhood Home-Based Interventions with Rural Low-Income Families*. Paper symposium presented at the 2018 National Research Conference on Early Childhood, Washington, DC.
- Moen, A. L., Boise, C., & Sheridan, S. M. (2018, February). *Collaborative early childhood home-visiting: Investigating the role of educator self-efficacy*. Paper presented at the annual conference of the National Association of School Psychologists, Chicago, IL.
- Sheridan, S. M., Knoche, L. L., Boise, C., Moen, A. L., Lester, H., Meisinger, R. E., & Cheng, K. (2018, January). *Getting Ready for children starting behind: Effects of a relationship-based intervention*. Poster presented at the 2017 Institute for Education Sciences Principal Investigator Meeting, Washington, DC.
- Kuhn, M., Boise, C., Marvin, C. A., & Knoche, L. L. (2017, October). *Associations between executive function and challenging behaviors in preschool-aged children*. Poster presented at the DEC Conference on Young Children with Disabilities and Their Families in Portland, OR.

- Moen, A. L., Sheridan, S. M., Knoche, L. L., Boise, C., Meisinger, R. E., & Kerby, H. (2017, August). *Relationships in early childhood: Examining the efficacy of the Getting Ready intervention*. Poster presented at the APA's 2017 Annual Convention in Washington, DC.
- Boise, C., Knoche, L. L., & Sheridan, S. M. (2017, April). *Examining the relation between executive function, the student-teacher relationship, and problem behaviors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Cheung, R. Y. M., Boise, C., Cumming, E. M., & Davies, P. (2017, April). *Family correlates of child adjustment: The roles of mothering, fathering, and socialization of emotions in the family*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Knoche, L. L., Sheridan, S. M., Lester, H., Boise, C., & Moen, A. L. (2016, December). *Parent engagement and early learning for children with developmental concerns: Effects of the Getting Ready Intervention*. Poster presented at the 2016 Institute for Education Sciences Principal Investigator Meeting, Washington, DC.
- Boise, C. E., Sheridan, S., Moen, A., & Knoche, L. (2016, July). *Executive function and the student-teacher relationship in low-income preschool children*. Poster presented at the National Research Conference on Early Childhood, Washington, DC.
- Moen, A., Knoche, L., Sheridan, S. M., & Boise, C. (2016, July). *The relationship between family engagement, learning materials, and home language: An examination in a preschool sample with developmental concerns*. Poster presented at the National Research Conference on Early Childhood, Washington, DC.
- Boise, C., Knoche, L.L., & Edwards, C.P. (2015, March). *Parental engagement and executive functioning in low-income preschool children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Kuznicki, K. A., Boise, C., Turek, C. E.*, George, M. R. W., Cummings, E. M., & Davies, P. T. (2013, April). *The mediating role of externalizing behavior between mother-child attachment and child prosocial behavior*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Boise, C., Wilczek, K. E., Lam, J.*, Etkin, R., Cummings, E. M., & Davies, P. (2011, April). *Parenting by mothers and fathers in cohesive and non-cohesive families: Similarities and differences*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Etkin, R., Koss, K. J., Nickodem, K. K.*, Boise, C., Cumming, E. M., & Davies, P. (2011, April). *Triangulation, parental warmth, and adolescent externalizing problems*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Park, I. J. K., Sulaiman, C., Boise, C., Lazar, L., & Surla, C. (2008, August). Korean American adolescents' depressive symptoms and deviant behavior. In I. J. K. Park (Chair), *Multiple Contexts and Challenges of Ethnic Minority Adolescents*. Paper presented at the annual convention of the American Psychological Association, Boston, MA.

Local & Regional Conference Presentations

**Denotes Mentored Undergraduate Co-Author*

- Beeney, R.*, Estrada, E.*, Harrington, S.*, Magallanes, A.*, Perez-Senic, A.*, Schulte, B.*, Boise, C., Marvin, C., & Knoche, L. L. (2020, April). *Analyses of parental interaction behaviors and young children's language skills*. Poster presented at the 2020 University of Nebraska–Lincoln Spring Research Fair, Lincoln, NE.
- Beeney, R.*, Estrada, E.*, Harrington, S.*, Magallanes, A.*, Perez-Senic, A.*, Schulte, B.*, Boise, C., Marvin, C., & Knoche, L. L. (2020, April). *Measuring and comparing children's language development over time*. Poster presented at the 2020 University of Nebraska–Lincoln Spring Research Fair, Lincoln, NE.
- Padera, M.*, Schulte, B.*, Boise, C., Knoche, L. L., & Marvin, C. (2019, August). *Factors influencing children's language development: Parent demographics, verbal involvement and directives*. Poster presented at the 2019 University of Nebraska–Lincoln Summer Research Fair, Lincoln, NE.
- Chen, M., Cheung, R. Y. M., & Boise, C. (2019, June). *Linking family economic pressure and emotional security to adjustment among Chinese preschool children in Hong Kong*. Poster presented at the 2019 Research Conference on Child Development, Hong Kong.
- Chen, M., Boise, C., & Cheung, R. Y. M. (2019, May). *Behavioral adjustment among Chinese preschool-aged children: The roles of emotional security and socioeconomic disadvantage*. Poster presented at the 2019 Conference of Research in Early Childhood Education, Hong Kong.
- Beeney, R.*, Bonitto, C., Delgadillo-Orozco, Y., Harrington, S.*, Vasques, R.*, Boise, C., & Marvin, C. (2019, April). *Predictors of language development for children in Early Head Start*. Poster presented at the 2019 University of Nebraska–Lincoln Research Fair, Lincoln, NE.
- Hutchinson, R.*, Boise, C., & Knoche, L. L. (2018, July). *Child behaviors & parenting: Preschool children with development risk*. Poster presented at the 2018 University of Nebraska–Lincoln Summer Research Fair, Lincoln, NE.
- Boise, C., Moen, A. M., Sheridan, S. M., & Knoche, L. L. (2018, April). *Collaborative early childhood home-visiting: Investigating the role of educator self-efficacy*. Poster presented at the 2018 CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Knoche, L. L., Sheridan, S. M., Marvin, C. A., Boise, C., Hechtner-Galvin, T., & DeVries, H. (2018, April). *Getting Ready: Establishing the evidence for effective parent engagement*. Paper presented at the 2018 CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Kuhn, M., Boise, C. E., & Marvin, C.A. (2018, April). *Executive function and challenging behaviors in preschool-age children*. Paper presented at the 2018 CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Hutchinson, R.*, Loberg, E.*, Boise, C., Marvin, C. M., & Knoche, L. L. (2018, April). *Parent-child connectedness in at-risk children during the preschool years*. Poster presented at the 2018 University of Nebraska–Lincoln Research Fair, Lincoln, NE.

- Hutchinson, R.*, Loberg, E.*, McMeen, M.*, Reeble, C.*, Boise, C., Marvin, C. A....Knoche, L. L. (2017, April). *Parenting behaviors in play sessions with at-risk preschool-age children*. Poster presented at the 2017 University of Nebraska–Lincoln Research Fair, Lincoln, NE.
- Boise, C. E., Sheridan, S., Moen, A., & Knoche, L. (2016, April). *Executive function and the student – teacher relationship in low-income preschool children*. Poster presented at the 2016 CYFS Summit on Research in Early Childhood: Creating Connections among Research, Practice and Policy, Lincoln, NE.
- Miller, H.*, Holmes, M.*, Knoche, L., Boise, C., & Moen, A. (2016, April). *Parental involvement in parents of preschool children with identified needs*. Poster presented at the 2016 CYFS Summit on Research in Early Childhood: Creating Connections among Research, Practice and Policy, Lincoln, NE.
- Moen, A., Knoche, L., Sheridan, S., & Boise, C. (2016, April). *Family engagement, learning materials, and home language: A relational examination*. Poster presented at the 2016 CYFS Summit on Research in Early Childhood: Creating Connections among Research, Practice and Policy, Lincoln, NE.

/ Non-Referred Publications (Articles, Book Chapters and Technical Reports)

- Sheridan, S. M., Knoche, L. L., & Boise, C. (in press). Getting Ready: A relationship-based approach to parent engagement in early childhood education settings. In K. Bierman (Eds). *Fostering Productive Family-School Partnerships at School Entry: Translating Research into Practice*.
- Knoche, L. L., & Boise, C. (2019). Getting Ready: An innovative approach for engaging families in Head Start/Early Head Start. *R7HSA Head Start Sand Box Magazine*.
- Kuhn, M. & Boise, C. (2018). Improving early intervention services in Nebraska through a results-driven accountability process: Phase 2 study of non-pilot planning region teams and comparison of pilot and non-pilot sites' practices. *Nebraska Department of Education and Department of Health and Human Services*.
- Kuhn, M. & Boise, C. (2018). Improving early intervention services in Nebraska through a results-driven accountability process: Phase 1 study of pilot planning region teams. *Nebraska Department of Education and Department of Health and Human Services*.
- Edwards, C. P. & Boise, C. (2016). Learning the language of nature: Young children as mathematical thinkers. *University of Nebraska-Lincoln Center for Science, Mathematics and Computer Education in collaboration with the Educare of Omaha*.
- Boise, C. (2015). Why are students so excited about maths?: Experiences at the Anubhuti Schools in Jalgaon, India. *University of Nebraska-Lincoln Math Early On*.

COURSES TAUGHT

Southeastern Oklahoma State University

- PSY 1113 Introduction to Psychology, face-to-face (F2F), online, hybrid
 PSY 2243 Introduction to Human Development, F2F, online

PSY 3033 Introduction to Research and Writing, F2F, online

University of Nebraska–Lincoln

EDPS 998 Lifespan Development, online
 PSYC 489 Child Behavior & Development, F2F
 PSYC 289 Developmental Psychology, F2F

COURSES ASSISTED

University of Nebraska–Lincoln

PSYC 389 Abnormal Psychology, F2F
 PSYC 289 Developmental Psychology, F2F
 PSYC 181 Introduction to Psychology, F2F

University of Notre Dame

PSY 41280 Family Research Methods, F2F
 PSY 379/479 Research Opportunities, F2F

SERVICE

Department & University

2021-current Search Committee Member for Clinical Psychology Assistant/Associate Professor
 2021-current Psychology Curriculum Committee Member
 2022 Reviewer for Applications to the Honors Program
 2022 Faculty Representative at the Online Honors Day Event
 2022 Faculty Assessor for SOSU student's application for an Alpha Chi National College Honor Society scholarship

Professional

2020– present *Journal of Child and Family Studies* Ad Hoc Reviewer
 2019– present Teaching and Teacher Education Ad Hoc Reviewer
 2019 National Research Conference on Early Childhood Submission Reviewer
 2016, 2018 Society for Research on Child Development Submission Reviewer

PROFESSIONAL DEVELOPMENT

Drop-In Training by Southeastern CIDT (2021, August).
BLUE (Basic Lessons for University Education) Workshop by Southeastern CIDT (2021, August).
LockDown Browser & Respondus Monitor Training sponsored by Respondus. Online workshop (2021, June).

METHODOLOGICAL SKILLS

Extensive experience using SPSS, SAS, and Mplus statistical packages for quantitative analysis, including multivariate, latent profile, and factor analysis.

Extensive experience using Dedoose and MAXQDA qualitative coding packages for qualitative and mixed methods analysis, including phenomenological approaches and constant comparative analysis.

HONORS AND AWARDS

2016 Preparing Future Faculty Fellow, University of Nebraska–Lincoln

2013 – 2016 Othmer Fellowship, University of Nebraska–Lincoln

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bduell@se.edu

EDUCATION:

2008	Ph.D.	Psychology	Washington State University
2004	M.S.	Psychology	Washington State University
2000	B.S.	Psychology	University of Wyoming

PROFESSIONAL INTERESTS:

Scholarship of Teaching and Learning

Prosocial Behavior

Social Dilemmas

Environmental Psychology

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS:

University

2016 –present	Organized Research and Program Review Committee
2009-2012	Faculty Senate, Representative of the School of Education and Behavioral Sciences
2013-2016	Faculty Senate, Representative of the School of Education and Behavioral Sciences
2017-present	Faculty Senate, Representative of the School of Education and Behavioral Sciences
2015-2016	President’s Academic Advisory Council
2012-2016	Faculty Mentor for Native American Students (Connect to Complete Grant)
2013–2014	Innovative Teaching Committee
2011-2014	Recruitment and Retention Taskforce
2010-2014	Harvard Leadership Development Program
2010-2012	Executive Committee, Faculty Senate

2009-2012 Human Subjects Research Review Committee, member

2010-2015 Campus Sustainability Committee

School and Departmental

2014-present Psychology Program Coordinator

2009-present Public Relations/Special Events Committee

2008-present General Education Committee

2008-present Scholarship Committee

AWARDS AND HONORS:

2017 Nomination for Faculty Senate Excellence in Teaching Award

2017 Nomination for Faculty Senate Excellence in Research Award

2017 Nomination for Faculty Senate Excellence in Service Award

2016 Recipient of Faculty Senate Excellence in Research Award

2016 Recipient for Faculty Senate Excellence in Teaching Award

2016 Nomination for Faculty Senate Excellence in Service Award

2015 Recipient of Faculty Senate Excellence in Research Award

2015 Recipient for Faculty Senate Excellence in Service Award

2015 Nomination for Faculty Senate Excellence in Teaching Award

2015 Nomination for OK Medal of Excellence in Teaching at a Regional University

2014 Recipient of Faculty Senate Excellence in Teaching Award

2014 Nomination for Faculty Senate Excellence in Service Award

2014 Nomination for Faculty Senate Excellence in Scholarship Award

2013 Top 20 Women Professors in Oklahoma

2013 Nomination for Faculty Senate Excellence in Service Award

2013 Nomination for Faculty Senate Excellence in Scholarship Award

2013 Nomination for Faculty Senate Excellence in Teaching Award

2012 Recipient of Faculty Senate Professor of the Year Award

2011 Nomination for Psi Chi Regional Faculty Advisor Award

2011 Recipient of Faculty Senate Excellence in Teaching Award

2011 Recipient of Faculty Senate Excellence in Scholarship Award

- 2010 Nomination for Oklahoma Higher Education Innovation in Teaching and Learning Award
- 2010 Recipient of Faculty Senate Excellence in Teaching Award
- 2010 Nomination for Faculty Senate Excellence in Service Award
- 2010 Nomination for Faculty Senate Excellence in Scholarship Award
- 2009 Recipient of Faculty Senate Excellence in Scholarship Award
- 2009 Nomination for Faculty Senate Excellence in Teaching Award
- 2006 Nomination for Psychology Graduate Student of the Year
- 2003 Graduate Student Travel Grant
- 2002-2004 Graduate Student Fellowship
- 2000 Outstanding Psi Chi Member

PROFESSIONAL MEMBERSHIPS:

Association for Psychological Science

Society for Personality and Social Psychology

Society for the Teaching of Psychology

Southwestern Psychological Association

American Association of University Professors

EFFECTIVE TEACHING:

- 2016 Recipient for Faculty Senate Excellence in Teaching Award
- 2015 Nomination for Faculty Senate Excellence in Teaching Award
- 2014 Recipient of Faculty Senate Excellence in Teaching Award
- 2013 Top 20 Women Professors in Oklahoma
- 2013 Nomination for Faculty Senate Excellence in Teaching Award
- 2012 Recipient of Faculty Senate Professor of the Year Award
- 2011 Recipient of Faculty Senate Excellence in Teaching Award
- 2010 Recipient of Faculty Senate Excellence in Teaching Award
- 2009 Nomination for Faculty Senate Excellence in Teaching Award

Courses Taught

Orie 1002 College Success

Psy 1113	Introduction to Psychology
Psy 3033	Introduction to Research and Writing in Psychology
Psy/Soc 3313	Psychological Statistics/Methods of Social Research
Psy 3393	Social Psychology
Psy 3433	Research Methods in Psychology
Psy 3493	Psychology of Women
Psy 4323	Industrial Organizational Psychology
Psy 4453	Advanced Research Methods
Psy 4553	Advanced Research Project
Psy 4973	Psychology of Gender

FUNDED GRANTS:

\$500 Travel Grant: Society for the Teaching of Psychology: Early Career Grant (2013).

PUBLICATIONS:

Refereed Journal Articles

Joireman, J., Truelove, H., & Duell, B. (2010). Effect of outdoor temperature, heat primes, and anchoring on belief in global warming. *Journal of Environmental Psychology, 30*, 358-367.

Cuillier, D., Duell, B., & Joireman, J. (2010). The mortality muzzle: Effect of death thoughts on attitudes toward national security and a watchdog press. *Journalism: Theory, Practice, and Criticism, 11*, 185-202.

Cuillier, D., Duell, B., & Joireman, J. (2009). The thought of death, national security values, and polarization of attitudes toward freedom of information. *Open Government, 5*(1), peer-reviewed electronic journal available at www.opengovjournal.org.

Joireman, J., & Duell, B. (2007). Self-transcendent values moderate the impact of mortality salience on support for charities. *Personality and Individual Differences, 43*, 779-789.

Joireman, J., Kamdar, D., Daniels, D., & Duell, B. (2006). Good citizens to the end? It depends: Empathy and concern with future consequences moderate the impact of a short-term time horizon on OCBs. *Journal of Applied Psychology, 91*, 1307-1320.

Joireman, J. & Duell, B. (2005). Mother Teresa vs. Ebenezer Scrooge: Mortality salience leads proselves to endorse self-transcendent values (unless proselves are reassured). *Personality and Social Psychology Bulletin, 31*, 307-320.

Konty, M., Duell, B. & Joireman, J. (2004). Scared selfish: The culture of fear's values in the age of terrorism. *American Sociologist*, 35, 93-109.

Proceedings

Joireman, J., Kamdar, D., Daniels, D., & Duell, B. (2005). The impact of empathy, concern with future consequences, and time horizon on organizational citizenship behaviors. In K. Mark Weaver (Ed.), *Proceedings of the Sixty-fifth Annual Meeting of the Academy of Management* (CD), ISSN 1543-8643.

MANUSCRIPTS IN PREPARATION:

Duell, B. Using the Jigsaw Classroom to promote attendance and reading. To be submitted to *Teaching of Psychology*.

Duell, B. & Hall C. A mindfulness activity in Introductory Psychology: Effects on grades and life satisfaction. To be submitted to *Teaching of Psychology*.

Duell, B. Terror management theory and religion. To be submitted to *Basic and Applied Social Psychology*.

Plunkett, K. & Duell, B. I think I can, I think I can't: Self efficacy in librarians. To be submitted.

OTHER PROFESSIONAL ACTIVITIES:

Invited Non-Published Presentations

Madewell, A. N., Anderson, J., Duell, B., & Kytola, K. (2017, Oct.). Panel discussion on reducing math anxiety: Cognitive and behavioral tricks of the trade. Presented at the Oklahoma Network for the Teaching of Psychology, Lawton, OK.

Duell, B. (Chair), Alvarez, B. Day, K. Giamporcaro, M. Hickey, S. Lindamood, M. (2017, April). Psi Chi leadership panel: Fundraising. Presented at the 2017 Southwestern Psychological Association, San Antonio, TX.

Hall, C., Duell, B., & Golden, T. (2014). Takeaways from ELA Integrative Learning Workshop. Presented at the 2013 Southeastern Faculty Symposium.

Maeer, A., Aluisi, S., Duell, B., & Hall, C. (2013). Maintaining academic rigor with under prepared students. Presented at the 2013 Southeastern Faculty Symposium.

Patton, T., Duell, B., Elliot, B., Paiva, N., & Stevens, R. (2013). Promoting undergraduate research. Presented at the 2013 Southeastern Faculty Symposium.

Duell, B., Jacox, G., & Knapp, J. (2012, August). Collegiality (Chair). Presented at the 2012 Southeastern Faculty Symposium.

Duell, B. & Frinkle, K. (2012, September). Recycling at Southeastern. Presented at Southeastern Oklahoma Leadership Development.

Other Non-Published Presentations

- Day, K. & Duell, B. (2017, April). The effect of stereotype threat on Native American students. Poster to be presented at the Southwestern Psychological Association, San Antonio, TX.
- Posey, D. Hughes, J. S., Morshead, L. L., Woods, K. R., & Duell, B (April, 2016). Using active learning strategies in statistics and research methods. Symposium presented at the Southwestern Psychological Association, Dallas, TX.
- Howard, N. R. & Duell, B. (April, 2016). The anxiety of cell phones and the benefits of nature. Poster presented at the Southwestern Psychological Association, Dallas, TX.
- Howard, N. R., Carey, J. L., & Duell, B. (2015, April). Priming, mimicry and cell phones. Poster presented at the Southwestern Psychological Association, Wichita, KS.
- Callicoat, R., Feldhaus, R., & Duell, B. (2015, April). The shining star: Effect of animals on the elderly. Poster presented at the Southwestern Psychological Association, Wichita, KS.
- Duell, B. (2014, February). Jigsaw classroom in a college course. Talk presented at the Society for Personality and Social Psychology Teaching Pre-conference, Austin, TX.
- Callicoat, R. & Duell, B. (2014, April). Warm hands, warm heart. Poster presented at the Southwestern Psychological Association, San Antonio, TX.
- Posey, D., Chapman, C. & Duell, B. (2013, April). How ease of retrieval influences snap versus thoughtful judgments about the self. Poster presented at the Western Psychological Association Conference, Reno, NV.
- Chapman, C., Posey, D., & Duell, B. (2012, April). The effect of time on the availability heuristic. Poster presented at the 58th Annual Southwestern Psychological Association Conference, Oklahoma City, OK.
- Duell, B. & Plunkett, K. (2012, January). I Think I Can, I Think I Can't: Self-Efficacy at Work. Poster presented at the 13th Annual Society for Personality and Social Psychology Conference, San Diego, CA.
- Duell, B. & Harbin, D. (2011, January). *The Effect of Positive Self-Worth on Prosocial Behavior*. Poster presented at the 12th Annual Society for Personality and Social Psychology Conference, San Antonio, TX.
- Duell, B. (2010, October). *Social Psychology in the Clinic*. Talk presented at the 8th Annual Dr. Wayne A. Dixon Scholarship Workshop. Durant, OK.
- Harbin, D. & Duell, B. (2010, April). *The Effect of Increased Self-Worth on Prosocial Behavior*. Poster presented at the Oklahoma Psychological Society, Edmond, OK.
- Duell, B., Joireman, J., & Barnes-Truelove, H. (2009, February). *Global warming as a hot topic: Priming and increased concern with global warming*. Poster presented at the 10th Annual Society for Personality and Social Psychology Conference, Tampa Bay, FL.
- Woodard, J. L., Duell, B., & Joireman, J. (2007, May). *How mortality salience, values, and gender impact support for torture*. Poster presented at the 87th Annual Convention of the Western Psychological Association, Vancouver, BC, Canada.

- Cuillier, D., Duell, B., & Joireman, J. (2007, February). *The mortality muzzle: Effect of death thoughts on support for press censorship*. Paper presented to the Communication Theory and Methodology division of the Association for Education in Journalism and Mass Communication midwinter conference, Reno, Nev.
- Duell, B., Cuillier, D., & Joireman, J. (2006, May). *Effect of mortality salience on support for first amendment rights in an age of terrorism*. Poster presented at the 18th Annual Association for Psychological Science Conference, New York, NY.
- Joireman, J., Duell, B., & McDonald, J. (2006, May). *Mortality salience increases willingness to take free condoms*. Poster presented at the 18th Annual Association for Psychological Science Conference, New York, NY.
- Joireman, J. & Duell, B. (2006, January). *Mortality salience and the Ebenezer shift hypothesis*. Poster presented at the 7th Annual Society for Personality and Social Psychology Conference, Palm Springs, CA.
- Duell, B., Joireman, J., Parks, C. P., & Konty, M. A. (2005, July). The effect of mortality salience on cooperation in a public goods dilemma. Poster presented at the 11th International Conference on Social Dilemmas, Krakow, Poland.
- Joireman, J., Kamdar, D., Daniels, D., & Duell, B. (2005, August). *Above and beyond the call of duty: How empathy, concern with future consequences, and employee time horizon impact organizational citizenship behaviors*. Paper presented at the Annual Academy of Management Conference, Honolulu, HI.
- Duell, B., Joireman, J., & McDonald, J. (2005, April). *Mortality Salience and Risky Sexual Behavior*. Poster presented at the Western Psychological Association Conference, Portland, OR.
- Duell, B., Joireman, J., Parks, C., & Konty, M. (2005, January). *The effects of mortality salience on cooperative behavior*. Poster presented at the 6th Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- Joireman, J., Becker, C., Barbosa-Leiker, C., & Duell, B. (2005, January). *Aggression as a function of concern with future consequences and anticipated interaction with an aggressive peer*. Poster presented at the 6th Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- Konty, M., Joireman, J., & Duell, B. (2004, August). *Scared selfish: The culture of fear and individual values*. Poster presented at the American Sociological Association meeting, San Francisco, CA.
- Duell, B. & Joireman, J. (2004, January). *Mortality salience leads proselves to endorse prosocial values*. Poster presented at the annual meeting for the Society for Personality and Social Psychology, Austin, TX.
- Parks, C., Duell, B. & Sanna, L. (2004, January). Mood and cooperation in a public goods dilemma. Poster presented at the annual meeting for the Society for Personality and Social Psychology, Austin, TX.

Duell, B., Joireman, J. Parks, C. D., & Stone, A. (2003, May). *Social values moderate the impact of mortality salience on judgments of cooperation*. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.

Rumble, A. & Duell, B. (2003, May). *Motivating empathy-induced cooperation within a social dilemma: The influence of personality information*. Poster presented at the annual meeting of the American Psychological Society, Atlanta, GA.

PROFESSIONAL SERVICE:

University

2012-present	Faculty Mentor for Native American Students (Connect to Complete Grant)
2013	Faculty Friend
2011	Faculty Friend

Profession

Southwestern Psychological Association Psi Chi Steering Committee (2015-2017)

Ad Hoc Reviewer: International Journal of Public Opinion Research (Spring 2013)

Ad Hoc Reviewer: American Psychological Association Division 2 – Teaching of Psychology (Fall 2014)

Charla Renae Hall

chall@se.edu

Work:

Professor of Psychology and Counseling

Southeastern Oklahoma State University

Department of Behavioral Sciences

425 W. University

Durant, OK 74701

580/745-2378 (office)

Home:

159 Eagle Lake Drive

Durant, OK 74701

580/931-7253 (cell)

EDUCATION

12/98, Ph.D. Counseling Psychology (Approved by the American Psychological Association)

Oklahoma State University, Stillwater, Oklahoma

05/88, M.S. Counseling and Student Personnel, emphasis in Community Counseling

Oklahoma State University, Stillwater, Oklahoma

12/86, B.S. Psychology

Oklahoma State University, Stillwater, Oklahoma

Licensure

March 2001 Completed requirements to become a Licensed Psychologist (#902) in OK.

Certifications

November 2020 Certified Blue Zones Purpose Workshop Facilitator

August 2020 Certified Koru Mindfulness Teacher (<https://korumindfulness.org/>)

January 2017 Certified Veriditas Labyrinth Facilitator (<https://www.veriditas.org/>)

ACADEMIC AND RELATED NON-ACADEMIC EXPERIENCE

- 08/20-05/21 Interim Coordinator, Clinical Mental Health Counseling Program, Southeastern Oklahoma State University
- 08/18-10/19 Temporary Graduate Faculty Member, University of Alabama
- 10/11-09/16 Faculty Development Coordinator, Connect2Complete –Title III Project, Southeastern Oklahoma State University
- 08/08-present Professor (tenured), Department of Behavioral Sciences, Southeastern Oklahoma State University
- 07/05-12/08 Chair, Department of Behavioral Sciences, Southeastern Oklahoma State University
- 07/04-06/16 Psychologist, Office of Juvenile Affairs, State of Oklahoma (part-time contract)
- 08/03-05/08 Associate Professor (tenured), Department of Behavioral Sciences, Southeastern Oklahoma State University
- 08/98-07/08 Coordinator, Counseling Psychology/Community Counseling Program, Southeastern Oklahoma State University
- 08/98-05/03 Assistant Professor, Department of Psychology and Counseling, Southeastern Oklahoma State University
- 09/97-08/98 Psychology Intern, Burrell Behavioral Health, Springfield, MO, APA Approved Pre-doctoral Internship
- 06/97-07/97 Co-Instructor, Applied Behavioral Studies in Education, Oklahoma State University
- 01/97-05/97 Co-Instructor, Applied Behavioral Studies in Education, Oklahoma State University
- 01/97-06/97 Research Assistant, Applied Behavioral Studies in Education, Oklahoma State University
- 08/96-12/96 Psychological Assistant, L.E. Rader Diagnostic and Evaluation Center, Sand Springs, OK (practicum)
- 08/96-12/96 Practicum Supervisor, Applied Behavioral Studies in Education, Oklahoma State University
- 08/96-12/96 Counselor, Marriage and Family Clinic, Oklahoma State University (practicum)
- 05/96-08/97 Counselor, Domestic Violence Intervention Services, Inc., Tulsa, OK
- 09/95-05/96 Counselor, Domestic Violence Intervention Services, Inc., Tulsa, OK (practicum)
- 08/95-12/95, Graduate Assistant, Applied Behavioral Studies in Education, Oklahoma State University
- 08/94-05/95 University
- 03/95-07/95 Group Facilitator, Youth Services of Tulsa, Inc., Tulsa, OK

- 02/95-12/96 Program Development Specialist, University of Oklahoma, National Resource Center for Youth Services, Tulsa, OK
- 01/95-05/95 Co-Instructor, Applied Behavioral Studies in Education, Oklahoma State University
- 08/94-08/95 Psychological Associate, Psychological Services Center, Oklahoma State University (practicum)
- 10/91-08/94 Trainer/Consultant, University of Oklahoma, National Resource Center for Youth Services, Tulsa, OK
- 07/91-10/91 Interim Executive Director, Oklahoma Lions Boys Ranch, Perkins, OK
- 12/88-07/91 Program Director, Oklahoma Lions Boys Ranch, Perkins, OK
- 05/88-12/88 Counselor, Grand Lake Mental Health Center, Pryor, OK
- 08/87-05/88 Counselor, Oklahoma Lions Boys Ranch, Perkins, OK (practicum)
- 08/87-05/88 Week-end Intake Worker, Stillwater Domestic Violence Services, Inc., Stillwater, OK
- 12/85-05/87 Resident Assistant, Department of Residential Life, Oklahoma State University

PROFESSIONAL INTERESTS

Mind-body connection, mindfulness, journaling, self-care, health and wellness, positive psychology, purpose

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS

University

- | | |
|--------------|---|
| 2021 | Promotion Committee (Coker), Member |
| 2021 | Savage Storm Friend |
| 2020-21 | Graduate Council, Member |
| 2020-21 | COVID On Campus Living Subcommittee, Member |
| 2019-20 | NSNAL Faculty Search Committee, Member |
| 2018 | NSNAL Faculty Search Committee, Member |
| 2018-2019 | Organized Research and Program Review Committee, Member |
| 2017-2019 | Faculty Appellate Committee, Member |
| 2016-present | Labyrinth Committee, Member |

2016-2018	Bachelor of Sciences in Liberal and Applied Studies Coordinating Committee, Member
2014-2017	Faculty Grievance Committee, Member
2014-2015	Faculty Grievance Committee, Chair
2015-2017	Honors Committee, Vice-Chair
2013-2021	Honors Committee, Member
2013	Native American Symposium Committee, Member
2013-present	Student Health and Wellness Advisory Board, Member
2012	Tenure and Promotion Committee (Hargrove), Member
2012-2013	HLC, Chapter 3: Criterion 2- Ethical and Responsible Conduct, Member
2010- 2011	Faculty Appellate Hearing Committee, Chair
2010-2012	Faculty Appellate Committee
2010-2014	SOLD Committee, Member
2010	Tenure and Promotion Committee (Beach), Member
2010	Tenure and Promotion Committee (Mayers), Member
2009-2011	Academic Appeals Committee, Member
2009-2012	University Council for Engagement and Service, Member
2009	Tenure and Promotion Committee, Outside Member
2009,2011	SE Golf Tournament, Volunteer
2009-present	Southeastern Care Team, Member
2009-present	Finals Week Late Night Breakfast, Server
2008-2009	Wellness Initiative, Coordinator
2006-2009	NCATE, Standard 3 Committee, Member
2006-2009	Council on Civic Engagement, Member
2005-2008	Academic Council, Member
2005	Dean of Education and Behavioral Sciences Search Committee, Member
2004-2014	Alpha Chi, Faculty Sponsor
2004-2007	Academic Appeals Committee, Member
2003	Interviewer for SOSU Homecoming Queen Candidates

2002-2004	Graduate Council, Chair
2001-2002	Graduate Council, Vice Chair
2000-2003	Faculty Senate, Senator
2000-2002	NCATE, Standard 3 Committee, Member
1999-2013	Drama Mama, SOSU Theater Volunteer
1999-2019	Faculty Friend
1999-2007	Graduate Council, Member
1999-2001	Library Committee, Member

School and Departmental

2022	Post-Tenure Review Committee (Madewell), Member
2021	Faculty Search Committee (Psychology), Member
2021	Faculty Search Committee (Clinical Mental Health), Member
2021	Post-Tenure Review Committee (Knapp), Member
2021	Post-Tenure Review Committee (Shires), Member
2021	Post-Tenure Review Committee (Stephens), Member
2020-21	Graduate Clinical Mental Health Counseling Advisor
2020-21	Graduate Counseling Coordinating Committee, Chair
2019-20	Wayne Dixon Scholarship Workshop Committee, Co-Chair
2019	Post-Tenure Review Committee (Hicks), Chair
2019	Post-Tenure Review Committee (Reid), Member
2019	Tenure and Promotion Committee, Member (Atchley)
2018	Promotion Committee (Daigle), Member
2018	Promotion Committee (Hicks), Member
2018	Promotion Committee (McClanahan), Member
2018	Wayne Dixon Scholarship Workshop Committee, Chair
2018	Faculty Search Committee, (Psychology), Member
2018	Post-Tenure Review Committee, Chair (Stephens)
2018	Post-Tenure Review Committee, Member (Knapp)
2017	Tenure and Promotion Committee, Member (Madewell)
2017	Post-Tenure Review Committee, Member (Mauzey)

2017	Post-Tenure Review Committee, Member (Fridley)
2017	Post-Tenure Review Committee, Member (Mayers)
2013-14	Faculty Search Committee, (Psychology), Chair
2012	Tenure and Promotion Committee (Donovan), Member
2012	Tenure and Promotion Committee (Stephens), Member
2011	Promotion Committee (Weigel), Member
2010-2012	Post Tenure Review Committee for the School of Education and Behavioral Sciences, Chair
2010	Tenure and Promotion Committee (Brewster), Member
2008-present	Undergraduate Psychology Program Committee
2008-present	Undergraduate Psychology Advisor
2004-2005	Faculty Search Committee (Criminal Justice), Member
2003-2004	Coordinator/Author of Counseling Psychology Self-Study
2003-2006	School Counseling Committee, Member
2002	Psychology Faculty Search Committee, Chair
2000-2001	Nicole Brock's Thesis Committee, Member
1999-2008	Coordinator of MBS Program in Counseling Psychology/Community Counseling
1999-2008	Chair, Graduate Admissions, Retention, and Dismissal Committee for MBS Program in Counseling Psychology/Community Counseling
1999-2010	Graduate student advisement

Other

November 2021	Blue Zones/Self-Care presentation for Cardinal Key
October 2021	Labyrinth Walk/Meditation for Student Affairs Retreat
October 2021	Self-Care for Resident Assistants
August 2021	Facilitated Labyrinth Walk for Resident Assistants
August 2021	Positive Psychology for a Positive First Year for Camp SE
March 2021	Savage Storm Friend
January 2021	Adulting is Overrated presentation for President's Leadership Class
November 2020	Adulting is Overrated virtual presentation for SE staff and faculty

November 2020	Co-Facilitated Blue Zones Purpose Workshop for Epic Charter School
September 2020	Facilitated Virtual Loving Kindness Meditation for Soothing September
August 2020	Conducted Virtual Labyrinth Walk Orientation for Camp SE
July 2020	Positive Psychology for J127, presenter
March 2020	Taking Failure Off Your Bad Word List, Panelist
October 2019	Facilitated Koru Mindfulness 4-week Class for SE community
September 2019	Facilitated Labyrinth Walk for Soothing September
August 2019	Facilitated Labyrinth Walk for The Big Blue Experience
July 2019	Facilitated Koru Mindfulness 4-week Class for SE staff
April 2019	Facilitated Labyrinth Walk for April Affirmations activities
September 2018	Facilitated Labyrinth Walk for Soothing September activities
August 2018	Reviewed chapters for Positive Psychology textbook
June 2018	Prioritize and Internalize Presentation for EOC Summer Gathering
June 2018	Facilitated Labyrinth Walk for The Big Blue Experience
January 2018	Reviewed chapters for Worth Publishers (Sex and Gender)
September 2017	Facilitated Labyrinth Walk for SE Campus Community
September 2017	Facilitated Labyrinth Walk for Resident Assistants
September 2017	Facilitated Labyrinth Walk for PLC
September 2016	Facilitated Labyrinth Walk for Student Wellness Services
February 2017	Psi Chi Graduate School Panel Presenter
February 2017	Stress Reduction Strategies for Resident Assistants
September 2016	Facilitated Labyrinth Walk for Choctaw Programs
August 2016	Facilitated Labyrinth Walk for PLC Retreat
August 2016	Facilitated Labyrinth Walk for Honors Retreat
August 2016	Facilitated Labyrinth Walk for Resident Assistants
Fall 2015	Psi Chi Graduate School Panel Presenter
September 2015	Reviewed chapters for <i>Science of Learning</i>
March 2015	Stress presentation for Resident Assistants

October 2014	Psi Chi Graduate School Panel Presenter
Spring 2014	Organized Motivational Interviewing continuing education workshop (applied for mini-grant and coordinated logistics)
Fall 2014-2016	Walking Wednesdays, lead a weekly walking group on campus
April 2014	Guest Speaker, Psi Chi Induction Ceremony
March 2014	Reviewed chapter for <i>Real World Psychology</i>
October 2013	Psi Chi Graduate School Panel Presenter
Fall 2011	Stress presentation for Resident Assistants
November 2011	Guest lecturer for College Success on the topic of Stress
November 2010	Guest lecturer for College Success on the topic of Stress
November 2009	Guest lecturer for College Success on the topic of Stress
August 2009	SE Gives Back, Psychology of Adjustment class participated
November 2007	Guest lecturer for College Success on the topic of Stress
November 2006	Guest lecturer for College Success on the topic of Stress
September 2006	Guest lecturer for College Success on the topic of Notetaking
December 2005	Facilitated ice breakers for New Southeastern Employee Orientation
September 2005	Spoke to Psi Chi about admission to graduate school
May 2005	Spoke at Health Fair for the Cherokee Nation about Stress
October 2004	Spoke to two College Success classes about Stress Management
May 2003	Spoke to Grief Counseling class about the Journey to Healing Cancer Retreat Center
February 2002	Spoke to Death, Grief, and Mourning class about the Journey to Healing Cancer Retreat Center.
January 2002	Reviewed manuscript chapters for <i>Hilgard's Introduction to Psychology</i> .

Community

July 2020-present	Blue Zones Project Durant Governance Committee, Member
March 2019-February 2020	Durant Blue Zones Planning Committee, Member
May 2018	Remote Access Medical, Volunteer
2017-present	Annual Turkey Chase (Run), Committee Member

November 2016	Career Day at Durant High School, What Do Psychologists Do?
November 2015	Self-Care presentation for the Oklahoma State Student Council Convention
2015-Present	Durant Trails Committee, Member
May 2013	Disaster Mental Health Volunteer for five days with the American Red Cross for the Shawnee/Moore tornadoes
May 2013	Talked to all 6 th grade Language Arts classes at Durant Intermediate School about “Choices”...making good ones in a variety of situations
March 2013	Camp Counselor for five days with the Durant Independent School District at Camp Goddard
April 2011	Presented Positive Psychology workshop to teachers at “Girl Power” conference
Winter 2010/2011	Winter Zoom Zoom (physical fitness for elementary school students), Planning Committee Member
Fall 2010-present	Colton’s Run, Planning Committee Member
Summer 2010, 2011	Bryan County Summer Series, Planning Committee Member
Spring 2010/Fall 2010/ Spring 2011/Fall 2011/ Fall 2012, Fall 2013	Couch to 5K training runs open to anyone in the community (9 week training and met three times per week), Co-Leader
May 2010, 2011	Ardmore’s Walk for Multiple Sclerosis, Committee Member
April 2009	Presented Self-Care workshop to teachers at “Girl Power” conference
2007-2012	Co-Team Captain, Relay for Life (annual American Cancer Society fundraiser)
Summer 2006-Summer 2017	Families Feeding Families, weekly volunteer
Spring 2006	Facilitated an 8-week Stress Management group for Durant High School
October 2004	Presented information about being a psychologist for Durant High School’s Career Day
November 2002-2005	Girl Power Conference Planning Committee, Chair
November 2002	Red River Unitarian Universalist Church, guest speaker for adult education group

April 2002	Presented workshops at “Girl Power” conference, which was for 5 th grade girls from schools in Bryan County.
February 2002	Spoke to 5 th grade girls at Silo School about “Caring.”
January 2001	Facilitated focus group for Bryan County Health Department regarding sex education.
January 2001-August 2002	Journey to Healing Cancer Retreat Center, Secretary of Board
September 2000-August 2002	Journey to Healing Cancer Retreat Center, Board Member
May 2000-2005	Journey to Healing, Cancer Retreat Center, Volunteer
April 2000-2012	Girl Power Conference Planning Committee, Member
April 1999, 2000	Presented workshops at “Girl Power” conference, which was for 5 th grade girls from schools in Bryan County.
March 2000-2004	Postponing Sexual Involvement, Volunteer
October 1999-2002	Bryan County Teen Age Pregnancy Prevention Committee, Member

AWARDS AND HONORS

2018	Recipient of Dr. Kermit McMurry Impact Award from the Oklahoma College and Student Personnel Association
2014-2015	Recipient of Faculty Senate Excellence in Teaching Award at SOSU
2013-2014	Recipient of Faculty Senate Excellence in Service Award at SOSU
2012-2013	Recipient of Faculty Senate Excellence in Teaching Award at SOSU
2011-2012	Recipient of Heart of Southeastern Award at SOSU
2011-2012	Recipient of Faculty Senate Excellence in Service Award at SOSU
2010-2011	Recipient of Faculty Senate Excellence in Service Award at SOSU
2007-2008	Recipient of Faculty Senate Excellence in Service Award at SOSU
2004-05	Oklahoma Outstanding Professor’s Academy, member
2004	Authored Program Outcome Assessment Report for 2002-2003 which won award of \$2000 for excellence
2002	Authored Program Outcome Assessment Report for 2000-2001 which won award of \$2500 for excellence

PROFESSIONAL MEMBERSHIPS

Memberships:

American Counseling Association, Past Member

American Psychological Association, Past Member

Kappa Delta Pi, Lifetime Member

Oklahoma Counseling Association, Past Member

Psi Chi National Honor Society in Psychology, Lifetime Member

EFFECTIVE TEACHING

I initiated two new elective courses (taught by specialists on the topics): PSY5980-Counseling: Gay/Lesbian Issues and PSY 5973-Substance Abuse Counseling. I have been nominated for numerous Excellence in Teaching Awards (2000, 2002- 2005, 2008-2018). I designed a Model Course: ORIE 1002-College Success. I have developed two new courses, PSY 5973-Self-Care and the Mental Health Professional (Summer 2004) and PSY 4973 Positive Psychology (Spring 2008).

Courses Taught

ORIE 1002	College Success
PSY 1113	Introduction to Psychology
PSY 1113	Introduction to Psychology (Honors)
PSY 2113	Psychology of Adjustment
PSY 3233	Psychology of Adolescence
PSY 3513	Health Psychology
PSY 4393	History and Systems of Psychology
PSY 4980	Senior Seminar
PSY 3613/4973	Positive Psychology
PSY 4973	Self-Care for Healthcare Professionals
COUN/PSY 5113	Orientation to the Counseling Profession
COUN/PSY 5343	Personality Assessment
COUN/PSY 5373	Psychopathology
COUN/PSY 5523	Group Processes
COUN/PSY 5543	Counseling Practicum
COUN/PSY 5923	Counseling Internship I
COUN/PSY 5933	Counseling Internship II
COUN/PSY 5973	Self-Care and the Mental Health Professional

PUBLICATIONS

Refereed Journal Articles

- Hall, C., Dixon, W., & Mauzey, E. (2004). Spirituality, religion, and health: Implications for counselors. *Journal of Counseling and Development, 82*, 504-507.
- Dixon, W., Mauzey, E., & Hall, C. (2003). Physical activity and exercise: Implications for counselors. *Journal of Counseling and Development, 81*, 502-505.

OTHER PROFESSIONAL ACTIVITIES

Other Non-Published Presentations

- Hall, C. (2021, October). Adulting is overrated: Self-care strategies for adults of all ages. Presentation at the Cornell University American Indian and Indigenous Studies Program Leadership Development Spotlight, Ithaca, NY.
- Hall, C. (2019, October). Put on your oxygen mask: Self-care & ethics. Workshop conducted at the Refresh Life Conference, Durant, OK.
- Hall, C. (2019, September). *How to integrate wellness into the classroom*. Presentation at the Oklahoma Network for the Teaching of Psychology, Durant, OK.
- McCraw, L., Hall, C., Lehrling, A., & D'Arcy, K. (2018). *Mindful collaboration: Let's build a labyrinth*. Presentation at the Oklahoma College Student Personnel Association, Oklahoma City, OK.
- Hall, C. (2018, May). *It's time to slow down: Mindful collaboration, part 2*. Presentation at the Oklahoma College Student Personnel Association, Oklahoma City, OK.
- Hall, C., & Hudgens, E. (2017). *Self-care practice*. Workshop conducted at the Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK.
- Hall, C. (2017). *Self-care and ethics*. Workshop conducted at the Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK.
- Hall, C. (2016, April). *Self-care using the labyrinth*. Oklahoma Native American Students in Higher Education Conference, Durant, OK.
- Hall, C., Duell, B., & Golden. (2014, August). *Takeaways from ELA Integrative Learning Workshop*. Southeastern Oklahoma State University Faculty Symposium, Durant, OK.
- Maeer, A., Aluisi, S., Duell, B., & Hall, C. (2013, August). *Maintaining academic rigor with under prepared students*. Southeastern Oklahoma State University Faculty Symposium, Durant, OK.
- Hall, C., & McDaniel, E. (2013, February). *Stress 101*. Presentation at the Oklahoma Native American Students in Higher Education Conference, Durant, OK.
- Hall, C. (November, 2012). *Make it happen*. Presentation at the Oklahoma Women in Higher Education Conference, Edmond, OK.

- Hall, C. (2012, September). *Stress*. Presentation for Southeastern Oklahoma Electric Cooperative, Durant, OK.
- Hall, C. (2011, May). *Living long, living well*. Keynote presentation at annual Fortnightly banquet.
- Hall, C. (2009, June). *Stress management*. Presentation at A-ONE Conference for the OK Narcotics Bureau, OKC, OK.
- Hall, C. (2008, November). *Stress management*. Presentation for Southeastern Oklahoma Electric Cooperative, Durant, OK.
- Hall, C., & Couch, F. (2008). *Positive psychology: The basics*, Workshop conducted at the 6th Annual Behavioral Sciences Scholarship Workshop, Durant, OK.
- Hall, C. (2007, February). *Stress management*. Workshop conducted at the Oklahoma Residence Hall Association Conference, Durant, OK.
- Hall, C., Hicks, J., & Chesser, M. (2006, February). *Activities for almost anyone*. Workshop conducted at the Mid-Winter Conference of the Oklahoma Counseling Association, Oklahoma City, OK.
- Hall, C. (2006, February). *Self-care for you!!!* Emerging Leaders Institute, Oklahoma City, OK.
- Hall, C. (2005, September). *Stress management- Who needs it?* Keynote address at the Fall Conference of the Oklahoma Academic Advising Association, Ada, OK.
- Hall, C. (2005, January). *Self-care of Oklahoma LPC's---How are we doing?* Workshop conducted at the Mid-Winter Conference of the Oklahoma Counseling Association, Oklahoma City, OK.
- Hall, C. (2005, January). *Self-care...Just do it!* Workshop conducted at the Mid-Winter Conference of the Oklahoma Counseling Association, Oklahoma City, OK.
- Hall, C. (2004, May). *Journaling: An update*. Workshop conducted for SOSU, Continuing Education, Durant, OK.
- Hall, C. (2003, November) *Staying mentally healthy...for mental health professionals*. Workshop conducted for SOSU, Continuing Education, Durant, OK.
- Hall, C. (2003, January). *Journaling: A tool to be used by all*. Workshop conducted at the Mid-winter Conference of the Oklahoma Counseling Association, Oklahoma City, OK.
- Hall, C. (2002, January). *Differences between the DSM-IV and DSM-IV-TR*. Workshop conducted at the Mid-Winter Conference of the Oklahoma Counseling Association, Oklahoma City, OK.
- Winterowd, C., Snider, B., Porterfield, S., Gray, J., Horton, T., Hall, C., Harmon, B., Locke, S., & Hix, R. (1999, August). *Referral and consultative relationships between primary care*

- physicians and psychologists*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Hall, C.R. (1998, November). *The mind-body connection*. Poster session presented at the annual meeting of the Rocky Mountain Educational Research Association, Edmond, OK.
- Hall, C.R., Romans, J.S., & Duplantis, A.D. (1998, August). *Differences between court-referred and non-court-referred batterers: Support for different treatment*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Hall, C.R. (1998). *Court-referred vs. non-court-referred men who abuse their wives: Differences on self-esteem, locus of control, alcoholism risk, levels of abuse, and beliefs about wife beating*. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Winterowd, C., Gray, J., Romans, J., Hall, C., & Daheim, T. (1997, November). *Health risk behaviors in American Indian adolescents*. Poster session presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Miami, FL.
- Winterowd, C., Gray, J., Romans, J., Hall, C., & Daheim, T. (1996, October). *The relationship between health-risk behaviors, perceived academic success, and academic expectations in American Indian high school students*. Paper presented at the annual meeting of the Rocky Mountain Education Research Association Convention, Stillwater, OK.
- Winterowd, C., Gray, J., Romans, J., Hall, C., & Daheim, T. (1996, August). *The relationship between academic expectations and wellness in high school students*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Winterowd, C., Gray, J., Romans, J., Daheim, T., & Hall, C. (1996, April). *The relationship between academic expectations and wellness in junior high students*. Paper presented at the annual meeting of the Southwestern Psychological Association, Houston, TX.
- Winterowd, C., Snider, B., Porterfield, S., Hall, C., Harmon, B., Gray, J., Horton, T., & Locke, S. (1999, August). *Referral and consultative relationships between primary care physicians and psychologists*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Other Professional Activities

Sampling of Continuing Education Received (20 hours per year required for license) and Professional Development

February 2020	Broken Wing Relationships, Durant, OK
December 2019	Marijuana and Cannabinoids: What Health Professionals Need to Know, Oklahoma City, OK
June 2019	Completed coursework to become a Certified Koru Mindfulness Teacher
January 2019	Completed 8-week Palouse Mindfulness-Based Stress Reduction Course

October 2018	Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK
June 2018	Empowerment: Navigating the World of Social Justice Advocacy and Activism in Mental Health, Oklahoma Health Consortium, OKC, OK
February 2017	Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK
July 2016	Google for Education Training, Owasso, OK
July 2015	Psychology One Conference, Stanford University, Palo Alto, CA
November 2014	Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK
July 2014	Psychology One Conference, Stanford University, Palo Alto, CA
May 2014	Introduction to Motivational Interviewing, Durant, OK
May 2014	ELA Integrative Learning Workshop
April 2014	It Starts in the Heart, McAlester, OK
November 2013	State of Creativity Forum
October 2013	At-Risk Adolescents and Boundaries, Denison, TX
January 2013	Revolutionizing Diagnosis & Treatment Using the DSM-5
November 2012	Oklahoma Women in Higher Education Conference, Edmond, OK
October 2011	National Indian Education Association Conference, Albuquerque, NM
September 2011	Oklahoma Network for Teaching of Psychology Conference, Stillwater, OK
May 2011	Nicotene Dependence Treatment Symposium, McAlester, OK
February 2011	Bipolar: An Updated Slant on the Disorder. OKC, OK
October 2010	Happiness: How Positive Psychology Changes Our Lives, OKC, OK
September 2010	Boundaries in Mental Health Treatment
April 2010	Supervisory Ethics: Reflective Practice to Assist with Ethical Decision-Making, Ada, OK
April 2010	Solution-Focused Treatment Strategies: When Anxiety is the Presenting Problem, Ada, OK
March 2010	Attaining Peak Performance Through Athletic Emotional Intelligence, Durant, OK
October 2009	The 7 th Annual Dr. Wayne A. Dixon Honorary Scholarship Workshop, Durant, OK
March 2009	Ethics: A Musical Comedy, OKC, OK
February 2009	Psychologically Healthy Workplaces Conference (APA), Washington, DC

August 2006	American Psychological Association Annual Conference, New Orleans, LA
February 2006	Oklahoma Counseling Association Mid-Winter Conference, OKC, OK
April 2005	“Alcohol and Drug Awareness,” Durant, OK
February 2005	“Oklahoma Mental Health and the Law 2005,” OKC, OK
January 2005	Oklahoma Counseling Association Mid-Winter Conference, OKC, OK
September 2004	“2 nd Annual Behavioral Sciences Workshop, Durant, OK
February 2004	“Peer Pressure Reversal,” Durant, OK
January 2004	Oklahoma Counseling Association Mid-Winter Conference, Edmond, OK
October 2003	“How to Write a CACREP Self-study,” Alexandria, VA
October 2003	1 st Annual Behavioral Sciences Scholarship Workshop, Durant, OK
January 2003	Oklahoma Counseling Association Mid-Winter Conference, Oklahoma City, OK
November 2002	“Oklahoma Family Law: Divorce Seminar,” Durant, OK
September 2002	“Translating Hope Into Wellness: Coping with Stress and Anxiety in a Changing World,” Oklahoma City, OK
May 2002	“Treating Mood Disorders,” Norman, OK
January 2002	Oklahoma Counseling Association Mid-Winter Conference, Oklahoma City, OK

GRANTS AND CONTRACTS

2019	Organized Research Mini-Grant for Professional Development: Koru Mindfulness Teacher Certification Workshop (\$1190)
2014	Organized Research Mini-Grant for Professional Development: Introduction to Motivational Interviewing (\$1300)
2012	Organized Research Mini-Grant: Make It Happen
2009	OK Campus Compact: Academic Service-Learning Grant (\$500)
2006	Organized Research Mini-Grant: Activities for Almost Anyone (\$417.05)
2003	Organized Research Mini-Grant: Characteristics of Volunteers-in-Training of Retreats for Cancer Survivors and Their Caregivers (\$300)
2003	Title III-A Strengthening Institutions Grant (\$2100)

Jennifer L. Hicks

**Associate Professor of Psychology
Department of Behavioral Sciences Chair
Southeastern Oklahoma State University**

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Office Telephone: 580.745.2388

Fax: 580.745.7421

jlhicks@se.edu

EDUCATION:

2004 **Doctor of Philosophy, Clinical Psychology, Oklahoma State University**
Stillwater, OK
Department of Psychology (Full APA Accreditation)
Major Professor: John M. Chaney, Ph.D.
Dissertation Title: An Experimental Analysis of Learned
Helplessness among Native American and Caucasian College Students

1999-2000 **Clinical Psychology Intern**
University of Oklahoma Health Sciences Center
Oklahoma City, OK (Full APA Accreditation)

1997 **Master of Science, Clinical Psychology, Oklahoma State University**
Oklahoma State University, Stillwater, OK
Department of Psychology (Full APA Accreditation)
Thesis Title: Attributional Style and Academic Performance among Native
American and Caucasian College Students

1993 **Bachelor of Arts, Psychology/English (double major)**
Southeastern Oklahoma State University, Durant, OK
magna cum laude

ACADEMIC AND RELATED NON-ACADEMIC EXPERIENCE

2009-Present Associate Professor of Psychology, School of Education and Behavioral Sciences,
Department of Behavioral Sciences, Southeastern Oklahoma State University

2004-2009 Assistant Professor of Psychology, School of Education and Behavioral Sciences,
Department of Behavioral Sciences, Southeastern Oklahoma State University

8/01-7/04 Adjunct Instructor of Psychology, School of Education and Behavioral Sciences,
Department of Behavioral Sciences, Southeastern Oklahoma State University

7/99-6/00 Psychoeducational Group Leader, Psychology Intern, University of Oklahoma Health
Sciences Center VA and Children's Hospitals, Oklahoma City, OK.
Topics: Anger Management, Sleep Skills, Personal Challenge Experiential Learning,
Depression Management, Childhood Sexual Behavior Problems, Childhood Social

Skills, Biofeedback Relaxation, Living with Disabilities, Relaxation Training, and Dealing with Family Members with Mental Illness

8/96-5/97 Graduate Instructor, School of Arts and Sciences, Department of Psychology, Oklahoma State University

PROFESSIONAL INTERESTS

Team-Based Learning

Providing Sustainable Mentorship for Academically At-Risk Students

The Impact of Culture on Academic Performance of Minority Students

Recruitment and Retention of Native American Students in Higher Education

Family and Group Counseling Strategies

Experiential Therapy

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS

University

Spring 2022 Member, Counseling Faculty Selection Committee
 Spring 2022 Member, Counseling Faculty Selection Committee
 Spring 2022 Member, Counseling Faculty Selection Committee
 Spring 2021 Member, Psychology Faculty Selection Committee
 Spring 2021 Member, Counseling Faculty Selection Committee
 2018-present Chair, Department of Behavioral Sciences
 2018-2021 Member, Academic Appeals Committee
 2018-2019 Chair, Curriculum Committee
 2013-2018 Member, Curriculum Committee
 2017-2018 Chair, Psychology Faculty Selection Committee
 Summer 2017 Member, Counseling Faculty Selection Committee
 2016-present Primary Faculty Sponsor, Alpha Chi National Honor Society
 2013-present Member, Academic Planning/Innovative Teaching Strategies Committee
 2013-2014 Member, Faculty Senate Committee
 2012-2013 Chair, Psychology Faculty Selection Committee
 2012-2015 Member, Human Subjects Research Review Committee
 Fall 2012 Connect2Complete Faculty Mentor
 2011-present Faculty Co-Advisor, Alpha Chi National Honor Society
 2011-present Member, Behavioral Intervention Team
 2009-present Member, Department of Behavioral Sciences Faculty Tenure and Promotion

Committee

2008-2012 Coordinator of Psychology Undergraduate Program
 2010-2012 Member, SEBS Special Events Planning Committee
 2007-2010 Member, Curriculum Committee
 2006-2009 Member, Faculty Senate Committee
 2008-2009 Planning Committee Chair; Faculty Senate Subcommittee
 2006-2009 Member, Academic Appeals Committee
 2007-2010 Member, Honors Committee

2006-2010	Member, University Council on Civic Engagement Committee
2007-2009	Member, Behavioral Sciences Workshop Committee
2006-2009	Member, Behavioral Sciences Student Award Banquet Planning Committee
2004-2008	Coordinator of Native American Studies Minor, Department of Behavioral Sciences
2007-2008	Department of Behavioral Sciences Psychology Search Committee
2006-2007	Human Subject Research Review Committee
2005-2006	Department of Behavioral Sciences Faculty Tenure & Promotional Procedure Committee

Professional

2011-present	Chair, Course Equivalency Project in Psychology Meeting
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AWARDS AND HONORS

2021-22	Faculty Senate Recognition Award in Teaching Nominee
2019-20	Faculty Senate Recognition Award in Teaching Nominee
2018-19	Faculty Senate Recognition Award in Teaching Nominee
2018-19	Faculty Senate Recognition Award in Service Nominee
2017-18	Faculty Senate Recognition Award in Teaching Nominee
2017-18	Faculty Senate Recognition Award in Service Nominee
2016-17	Faculty Senate Recognition Award in Teaching Nominee
2015-16	Faculty Senate Recognition Award in Teaching Nominee
2015-16	Faculty Senate Recognition Award in Service Nominee
2014-15	Faculty Senate Recognition Award in Teaching Nominee
2014-15	Faculty Senate Recognition Award in Service Nominee
2013-14	Faculty Senate Recognition Award in Teaching Nominee
2013-14	Faculty Senate Recognition Award in Service Nominee
2013-14	Faculty Senate Recognition Award in Teaching Nominee
2013-14	Faculty Senate Recognition Award in Service Nominee
2012-13	Faculty Senate Recognition Award in Teaching Nominee
2012-13	Faculty Senate Recognition Award in Service Nominee
2011-12	Faculty Senate Recognition Award in Teaching Nominee
2011-12	Faculty Senate Recognition Award in Service Nominee
2010-2011	Faculty Senate Recognition Award in Teaching Nominee
2010-2011	Faculty Senate Recognition Award in Service Nominee
2009-2010	Faculty Senate Recognition Award in Teaching Nominee
2008-2009	Faculty Senate Recognition Award in Service
2008-2009	Oklahoma Higher Education Excellence in Teaching Award
2007-2008	Faculty Senate Recognition Award in Teaching
2007-2008	Faculty Senate Recognition Award in Service Nominee
2006-2007	Faculty Senate Recognition Award in Teaching Nominee
2005-2006	Faculty Senate Recognition Award in Teaching Nominee
2004-2005	Faculty Senate Recognition Award in Service Nominee
2004-2005	Faculty Senate Recognition Award in Teaching Nominee

PROFESSIONAL MEMBERSHIPS

American Psychological Association
 Oklahoma Network for Teaching of Psychology
 Oklahoma Psychological Association
 PSI CHI International Honor Society
 Southwestern Psychological Association

Society of Indian Psychologists
 Society for Personality and Social Psychology
 Society for the Teaching of Psychology

EFFECTIVE TEACHING

Courses Taught

PSY 1113 Introduction to Psychology
 PSY 2113 Psychology of Adjustment
 PSY 2333 Introduction to Research and Writing in Psychology
 PSY 3123 Child and Adolescent Development for Education Majors
 PSY 3353 Psychology of Learning
 PSY 3433 Research Methods in Psychology
 PSY 3373 Psychology of Personality
 PSY 4313 Abnormal Psychology
 PSY 4443 Interviewing Skills
 PSY 4543 Field Experience in Psychology
 PSY 3523 Multicultural Psychology
 PSY 4973 Substance Use and Abuse
 PSY 4973 Community Leadership
 PSY 4980 Senior Seminar
 COUN 5283 Assessment in Counseling
 COUN 5333 Individual Intelligence Testing
 COUN 5113 Orientation to the Counseling Profession
 COUN 5343 Personality Assessment
 COUN 5383 Advanced Abnormal Psychology
 COUN 5483 Counseling Diverse Populations
 COUN 5523 Group Processes
 COUN 5593 Substance Abuse and Process Addiction Counseling
 COUN 5873 Consultation, Administration, and Program Evaluation
 ORIE 1002 College Success

New Courses or Programs Initiated

2021 Redesigned and taught online graduate COUN 5873 Consultation, Administration, and Program Evaluation for CMHC Counseling as an overload course.

2017 Redesigned PSY 4313 Abnormal Psychology to meet the needs of online instruction.

2017 Developed and taught the undergraduate Special Topics course, Community Leadership (PSY 4973), for the purpose of instructing students in the significance of prevention and educational strategies in the community. Emphasized the importance of mentorship and involvement of helping professionals in prevention activities.

2017 Redesigned and taught the graduate course, Substance Abuse and Process Addiction Counseling.

2016-17 Developed a proposal for a multi-level mentorship program, *Building Bridges*, and presented the proposal for a pilot research study to a group of Durant School Administrators. Following administrative approval, introduced the pilot mentorship program within the Durant School system (elementary and high school) and collected research data from students, parents, and teachers. Supervised high school students, an undergraduate field experience student, and a graduate student throughout their participation in the program.

- 2014-15 Redesigned and taught PSY 4973 Multicultural Psychology, incorporating a Team-Based Learning™ course format, utilizing strategies gained through attendance at a workshop presented by Fire and Associates.
- 2013 Redesigned PSY 3213 Psychology of Childhood to meet the needs of online instruction and modified the course to accomplish a clear distinction from PSY 3123 Child and Adolescent Development for Education majors.
- 2009 Developed and taught the undergraduate course, Substance Use and Abuse (PSY 4973), for the purpose of providing students with knowledge of the psychological effects of various substances.
- 2008 Developed and taught the undergraduate course, Multicultural Psychology (PSY 4973), for the purpose of increasing awareness of multicultural issues among undergraduate psychology majors.

Participation in Honors Program

- Spring 2022 Multicultural Psychology Honors Section Instructor
- Spring 2021 Multicultural Psychology Honors Section Instructor
- Spring 2021 Introduction to Psychology Honors Section Instructor
- 2018 Community Leadership Honors Section Instructor
- 2017 Community Leadership Honors Section Instructor
- 2007-2010 Member, Honors Committee
- Fall 2004 Introduction to Psychology Honors Section Instructor
- Spring 2014 Substance Use & Abuse for Honors Credit Instructor
- Fall 2013 Abnormal Psychology for Honors Credit Instructor
- Spring 2013 Multicultural Psychology for Honors Credit Instructor
- Fall 2012 Abnormal Psychology for Honors Credit Instructor

Teaching Awards

- 2008-2009 Faculty Senate Recognition Award in Service
- 2007-2008 Faculty Senate Recognition Award in Teaching

PUBLICATIONS

Refereed Journal Articles

- Hicks, J.L. (2018). *Team-Based Learning™ as an instructional model for diversity instruction*. Manuscript in preparation for submission.

Knapp, J.L., Pruett, C.D., & Hicks, J.L. (2009). Clergy and retirement: An exploratory study on housing and financial preparedness. *Journal of Religion, Spirituality, and Aging, 21(3), 159-171*.

Published Abstracts and Other Publications of Non-Refereed Journal Articles

- Hicks, J. (2004). Attributional style as a moderator of the relationship between learned helplessness and cognitive performance: Differential effects across Native American and Caucasian participants (Doctoral dissertation, Oklahoma State University, 2004). *Dissertation Abstracts International, 66, 554*.

OTHER PROFESSIONAL ACTIVITIES

Invited Non-Published Presentations

- April, 2015 *Invited Presenter for the Connect 2 Complete Grant*
Southeastern Oklahoma State University Workshop: Culture in the Classroom
- November, 2008 *Invited Panel Discussant:*
Bacone College American Indian Studies Colloquium: Why American Indian studies? Contemporary issues and concerns regarding American Indian Studies.
- September 21, 2007 *Play Activities in Counseling for All Ages*
Behavioral Sciences Scholarship Workshop 5th Annual Conference
Southeastern Oklahoma State University
Durant, Oklahoma
- September 22, 2006 *Behavioral Techniques for Assessing & Treating PTSD with Abuse Survivors*
Behavioral Sciences Scholarship Workshop 4th Annual Conference
Southeastern Oklahoma State University
Durant, Oklahoma
- April 6, 2005 *Firewater and the Peace Pipe: The Role of Culture in Substance Abuse Among Native Americans*
Shekinah Counseling Services Alcohol & Drug Awareness Seminar
Southeastern Oklahoma State University
Durant, Oklahoma
- September 23, 2004 *Practical and Ethical Considerations in Counseling Native American Clients*
Behavioral Sciences Scholarship Workshop 2nd Annual Conference
Southeastern Oklahoma State University
Durant, Oklahoma

Other Non-Published Presentations***National***

- Hicks, J.L., Callicot, R., Hammock, M.A. (2019). Building Bridges: Linking prevention efforts with higher education and community resources. Convention CE workshop at the annual convention of the American Psychological Association at Chicago, IL, 2019. Workshop submitted for presentation.
- Hicks, J.L., Boman, D., & Criswell, R.M. (2010). Influences of perceived deprivation on student perceptions of teacher support. Presented at the annual meeting of the Society for Personality & Social Psychology at Las Vegas, NV, January, 2010.
- Hicks, J. L., & Chaney, J.M. *An experimental investigation of learned helplessness across cultures.* Presented at 114th Annual Convention of the American Psychological Association at New Orleans, Louisiana, August, 2006.
- Orsillo, S. M., Roemer, L., Liz, B. T., Roberts, K., Mason, N., & Robertson-Hicks, J. Analysis of narrative behavior and emotional processing among rape victims. In S. M. Orsillo & L. Roemer (Chairs). *The use of narrative methodologies to explore cognitive and emotional dimensions among women with post-traumatic stress disorder.* Presented at the annual

meeting of the Association for the Advancement of Behavior Therapy at New York, New York, November, 1996.

Robertson-Hicks, J., & Chaney, J. M. *The influence of cultural and class variables on achievement motivation*. Presented at the annual meeting of the Society of American Indian Psychologists at Logan, Utah, June, 1997.

Robertson-Hicks, J., Chaney, J. M., & Balderson, B. *Attributional style and academic performance among Native American and Caucasian high school students*. Presented at the annual meeting of the Association for the Advancement of Behavior Therapy at Washington, D.C., November, 1998.

Regional

Knapp, J. L., Hicks, J., & Stephens, H. (2021, April). *The role of daily contact in shaping attitudes toward the elderly* [Poster presentation]. Southwestern Psychological Association Annual Convention in San Antonio, TX, United States.

State

Chaney, J. M., Boyd, B. J., & Robertson-Hicks, J. *Causal attributions: Academic achievement in the Native American*. Presented at the annual meeting of the Oklahoma Psychological Association at Oklahoma City, Oklahoma, November, 1998.

Hall, C., Hicks, J., & Chesser, M. *Activities for almost anyone*. Presented at the midwinter conference of the Oklahoma Counseling Association at Oklahoma City, Oklahoma, February, 2006.

Hicks, J. H. (2021, April). *"I'm here live. I'm not a cat."* *The challenges of adjusting to the virtual world in counseling education and training*. Refresh Life virtual training for LPC Continuing Education, April 16, 2021.

Hicks, J. H. (2021, June). *Culturally alert counseling in times of tension*. Refresh Life training for LPC Continuing Education, June 17, 2021.

Robertson-Hicks, J., & Chaney, J. M. *Cultural differences in achievement motivation among Native American and Caucasian high school students*. Presented at the annual meeting of the Oklahoma Psychological Association at Edmond, Oklahoma, April, 1998.

University

Hicks, J.L. *Team-Based Learning® as a Multicultural teaching Tool*. Presented at the Oklahoma Network for the Teaching of Psychology (ONTOP) Conference, September 20, 2019.

Hicks, J.L. *Culture with a Twist*. Presented at the Southeastern Oklahoma State University Faculty Symposium, August 14, 2014.

GRANTS AND CONTRACTS

Grants and Contracts Received as Principal Investigator:

Spring 2019 Presidential Partners Award funding student recruitment "Targeted Recruitment of Outreach Site Institutional Feeder Students"
Funding Source: SOSU

Amount: \$1,000.00
Budget Period: Spring 2019

- Spring 2019** Mini-Grant Award funding professional development “Southwestern Psychological Association Annual Convention”
Funding Source: SOSU
Amount: \$1,190.00
Budget Period: Spring 2019
- Fall 2014** Mini-Grant Award funding professional development “Attendance at the Southwestern Psychological Association Annual Convention”
Funding Source: SOSU
Amount: \$760.79
Budget Period: Spring 2015
- Fall 2014** Mini-Grant Award funding research “Considering Culture in the Counseling Setting”
Funding Source: SOSU
Amount Awarded: \$435.87
Budget Period: N/A—Non-attendance due to icy road conditions
- Fall 2012** Mini-Grant Award funding “Faculty Advisor to Accompany SOSU Students to the Southwestern Psychological Association Annual Convention”
Funding Source: SOSU
Amount: \$592.46
Budget Period: Spring 2013
- Fall 2010** Mini-Grant Award funding “Influences of Perceived Deprivation on Student Perceptions of Teacher Support”
Funding Source: SOSU
Amount: \$1245.54
Budget Period: Spring 2010
- Fall 2006** Mini-Grant Award Funding Research Presentation Received: *An Experimental Investigation of Learned Helplessness Across Cultures: Poster Presentation at the Annual Convention of the American Psychological Association*
Funding Source: SOSU
Amount: \$923.92
Budget Period: July 1, 2006 – June 30, 2007
- Spring 2006** Mini-Grant Award Funding Professional Conference Presentation: *Activities for Almost Anyone: Presentation at OCA Mid-Winter Conference*
Funding Source: SOSU
Amount: \$360.14
Budget Period: February 6, 2006 – June 30, 2006
- Fall 2004** Mini-Grant Award Funding Research: *An Experimental Investigation of Learned Helplessness across Cultures.*
Funding Source: SOSU

Amount: \$1482.00
 Budget Period: July 1, 2004 - June 30, 2005

PROFESSIONAL SERVICE

Service on University Committees

2018-present	Member, Human Subjects Research Review Committee
2013-present	Member, Curriculum Committee
2012-2014	Member, Human Subjects Research Review Committee
2011-present	Member, Behavioral Intervention Team
2013-present	Member, Academic Planning/Innovative Teaching Strategies Committee
2013-14	Member, Faculty Senate Committee
2008-2009	Chair, Planning Committee (Subcommittee of the Faculty Senate)
2006-2009	Member, Faculty Senate Committee
2006-2009	Member, Academic Appeals Committee
2007-2010	Member, Curriculum Committee
2007-2010	Member, Honors Committee
2006-2009	Member, Civic Engagement Committee
2006-2007	Human Subject Research Review Committee

Service on Departmental Committees

2017-2018	Chair, Psychology Faculty Selection Committee
Summer 2017	Member, Counseling Faculty Selection Committee
2009-present	Member, Behavioral Sciences Faculty Tenure and Promotion Committee
2013-2014	Member, Psychology Faculty Selection Committee
2012-2013	Chair, Psychology Faculty Selection Committee
2008-2012	Coordinator of Psychology Undergraduate Program
2010-2012	Member, SEBS Special Events Planning Committee
2007-2009	Behavioral Sciences Workshop Committee
2006-present	Member, Behavioral Sciences Student Award Banquet Planning Committee
2007-2008	Department of Behavioral Sciences Psychology Search Committee
2005-2006	Department of Behavioral Sciences Faculty Tenure and Promotional Procedures Committee

Service to a Professional Society or Organization

2016-present	SOSU Alpha Chi National Honor Society Primary Faculty Advisor
2011-2015	SOSU Alpha Chi National Honor Society Faculty Co-Advisor
April 2008	Oklahoma Psychological Society Annual Conference Poster Session Judge
April 2007	Oklahoma Psychological Society Annual Conference Paper Session Judge
April 2006	Oklahoma Psychological Society Annual Conference Paper Session Judge
April 2005	Oklahoma Psychological Society Annual Conference Poster Session Judge

Other Professional Service

2016	Faculty Coordinator of the <i>Building Bridges</i> mentorship program
2015	Faculty Advisor Accompanying SOSU Students to Southwestern Psychological Association Annual Convention
2012	Faculty Advisor Accompanying SOSU Students to Southwestern Psychological Association Annual Convention
2011-2013	Chair, Course Equivalency Project in Psychology Meeting

2005-2011 Faculty Advisor Accompanying SOSU Students to Oklahoma Psychological Society
Annual Meeting
2008-2012 Coordinator of Psychology Undergraduate Program
2006-2009 PSI CHI National Honor Society Advisor
2004-2008 Coordinator of Native American Studies Minor, Department of Behavioral Sciences

SELECTED CONFERENCES ATTENDED (last 5 years)

Oklahoma Network for the Teaching of Psychology (ONTOP)
Annual Conference—September 2019
Durant, OK

Alpha Chi National College Honor Society
Annual Convention—April 2019
Cleveland, OH

Alpha Chi National College Honor Society
Annual Convention—April 2018
Portland, OR

Alpha Chi National College Honor Society
Annual Convention—April 2017
Louisville, KY

Southwestern Psychological Association
Annual Convention—April 2015
Wichita, KS

Southwestern Psychological Association
Annual Convention—April 2013
OKC, OK

Society for Personality and Social Psychology
Annual Meeting—January 2010
Las Vegas, NV

Oklahoma Psychological Society
Annual Conference—April 2009
Paper Session Judge
Edmond, Oklahoma

Oklahoma Psychological Society
Annual Conference—April 2008
Edmond, Oklahoma

Behavioral Sciences Scholarship Workshop
5th Annual Conference—September 2007
Session Presenter
Durant, Oklahoma

American Psychological Association
Annual Convention—August 2007
Poster Session Presenter
New Orleans, Louisiana

Oklahoma Psychological Society
Annual Conference—April 2007
Paper Session Judge
Edmond, Oklahoma

Behavioral Sciences Scholarship Workshop
4th Annual Conference—September 2006
Session Presenter
Durant, Oklahoma

Oklahoma Counseling Association
Midwinter Conference—February 2006
Session Presenter
Oklahoma City, Oklahoma

Oklahoma Psychological Society
Annual Conference—April 2006
Edmond, Oklahoma

Building Effective Government and Business Relations with American Indian Tribes
Professional Workshop—January 2006
Stillwater, Oklahoma

First Year Experience
Professional Workshop—November 2005
Huntsville, Texas

Behavioral Sciences Scholarship Workshop
3rd Annual Conference—September 2005
Durant, Oklahoma

Shekinah Counseling Services
Alcohol & Drug Awareness Seminar—April 2005
Session Presenter
Durant, Oklahoma

Oklahoma Psychological Society
Annual Conference—April 2005
Edmond, Oklahoma

Behavioral Sciences Scholarship Workshop
2nd Annual Conference—September 2004
Session Presenter

Durant, Oklahoma

Amy N. Madewell, Ph.D.

Associate Professor of Psychology
 Department of Behavioral Sciences
 Southeastern Oklahoma State University
 425 W. University Boulevard
 306 Russell Hall
 Durant, OK 74701-0609

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580-745-2258 (office)
 972-965-2019 (mobile)

EDUCATION

2013 Ph.D. Lifespan Developmental Psychology, Specialization in Quantitative Psychology
Oklahoma State University, Stillwater

Dissertation: Knowing thyself: Constructing women's sexual identity theory.

Advisor: Melanie C. Page, Ph.D.

2010 M.S. Psychology, Specialization in Quantitative Psychology, *Oklahoma State University, Stillwater*

Thesis: The relationship between body image, sexual functioning, women's genital self-image, and feminist identity.

2006 B.A. Psychology, Spanish minor, *University of North Texas, Denton*

2000 B.S. Business Administration and Entrepreneurial Management with honors, Urban Community Development Focus, *University of North Carolina, Charlotte*

RESEARCH INTERESTS

I concentrate on research regarding lifespan developmental aspects of health, risk, and resilience, with a focus on special populations, e.g., high-risk youth, those with a military identity, and sexual assault survivors. I have experience researching women's health to include the following: reproductive and sexual health, resilience, sexual identity, and feminist identity.

ACADEMIC APPOINTMENTS

Associate Professor, Department of Behavioral Sciences, *Southeastern Oklahoma State University, Durant* 2018 - present

Serve as the Program Coordinator for Psychology courses. Direct the online research system, Sona-Systems. Teach 24-30 credit hours (CH) each year. Supervise research lab focused on health in terms of resilience, self-esteem, trauma exposure, and sexual attitudes.

Assistant Professor, Department of Behavioral Sciences, *Southeastern Oklahoma State University, Durant* 2014 – 2018

Taught 24-30 credit hours (CH) each year. Supervise research lab focused on health in terms of resilience, self-esteem, trauma exposure, sexual attitudes, and physiological functioning.

Visiting Assistant Professor, Department of Psychology, *Oklahoma State University*, Stillwater
2013 – 2014

Taught 26 CH to include the following courses: PSYC 3214 - Quantitative Methods in Psychology with a statistics lab, PSYC 2593 - Psychology of Human Sexuality, PSYC 1113 - Introduction to Psychology, PSYC 4123 - Psychology Women. Supervised resilience research lab.

Post-Doctoral Research Fellow, Department of Sociology and Graduate College, *Oklahoma State University*, Stillwater
2013 - 2014

Supervised grant funded research analyzing graduate student success factors, matriculation, and overall aspects of life satisfaction.

Graduate Research Supervisor, Department of Psychology, Human Prevention and Intervention Lab, *Oklahoma State University*, Stillwater
2008 - 2013

Supervised research lab that focused on women's health in terms of body image, feminist theory, parenting, sexual attitudes, and physiological functioning.

Data Manager, *ADVANCE OSU* (NSF# 0820240) *ADVANCE OSU Partnerships for Adaptation, Implementation, and Dissemination: Gender Equity in STEM at Oklahoma State University*, *Oklahoma State University*, Stillwater
2009 - 2012

Grant and Mentorship program aims to provide support for minority faculty at all levels through research, workshops, and training seminars designed to broaden the participation of women and minorities in science.

Research Assistant, Provost's Office, Panorama Project – Student Success, *Oklahoma State University*, Stillwater
2010 - 2011

Feasibility study to develop advising program for at-risk freshmen.

Redesigned the admissions criteria materials and conducted research on undergraduate students' personal growth and satisfaction with their experience at OSU based on the direction of Robert Sternberg, Ph.D.

Research Assistant, Department of Human Development and Family Science, Families and Schools in Health (FiSH) Project, *Oklahoma State University*, Stillwater
2009

A longitudinal, U.S.D.A. funded grant on childhood obesity in rural areas of Oklahoma.

PUBLICATIONS – TEXTBOOK

Madewell, A. N. (in preparation). Psychology of Human Sexuality: Talking about sex with your clothes and lights on. Great River Learning (contract terminated during pandemic)

PUBLICATIONS - BOOK CHAPTERS

Ponce-Garcia, E. & **Madewell, A. N.** (2017). The Pursuit of Data: Using Exploratory and Confirmatory Factor Analyses and Collaboration to Develop a Measure of Adult Resilience as Early Career Researchers. In *SAGE Research Methods Cases Psychology*. Sage Publications. <https://dx.doi.org/10.4135/9781526441027>

Van Delinder, J., Deng, S., Verchot, J., **Madewell, A.**, & Delano, D. (2015). FORWARD Oklahoma State University: Building an academic toolkit for women at a land-grant institution. In Heller, R., Mavriplis, C. & Sabila, P. (First Edition), *FORWARD to the Professorship in STEM: Inclusive faculty development strategies that work* (147-164). Elsevier- Academic Press. <https://doi.org/10.1016/B978-0-12-800855-3.00009-X>

PEER-REVIEWED PUBLICATIONS

Madewell, A. N., Ponce-Garcia, E., *Bruno-Castenada, B. D., *Struck-Downen, S., & *Taylor, H. D. (2019). An abbreviation of the Scale of Protective Factors: Resilience in a medical trauma sample. *Current Psychology*, 40, 2190–2200. <https://doi.org/10.1007/s12144-018-0110-6>

Hembrough, T., **Madewell, A. N.**, & **Dunn, K. (2018). Students Veterans’ Preference for On-ground Versus Online Course Formats: A Case Study at Two Midwestern Universities. *Journal of Veteran Studies*, 3(2), 1-37. <https://journals.colostate.edu/jvs/article/view/181/142>

Ponce-Garcia, E., Calix, S., Madewell, A., Randell, J. A., Peralles, L., *Bread, D., & *Turner, B. (2018). Through Childhood Relationship with Grandparent, Enculturation Leads to Resilience in Native American Adults. *Journal of Intergenerational Relationships*, 17:3, 340-352, [10.1080/15350770.2018.1535348](https://doi.org/10.1080/15350770.2018.1535348)

Madewell, A. N. & Ponce-Garcia, E. (2016). Assessing resilience in emerging adulthood: The Resilience Scale (RS), Connor Davidson Resilience Scale (CD-RISC), and Scale of Protective Factors (SPF). *Personality and Individual Differences (PAID)*, 97, 249-255. [10.1016/j.paid.2016.03.036](https://doi.org/10.1016/j.paid.2016.03.036)

Madewell, A. N., Ponce-Garcia, E., & *Martin, S. E. (2016). Data replicating the factor structure and reliability of commonly used measures of resilience: The Connor-Davidson

Resilience Scale, Resilience Scale, and Scale of Protective Factors. *NCHS Data in Brief (DIB)*, 8, 1387-1390. [10.1016/j.dib.2016.08.001](https://doi.org/10.1016/j.dib.2016.08.001)

Ponce-Garcia, E., **Madewell, A. N.**, & *Brown, M. E. (2016). Resilience in men and women experiencing sexual assault or traumatic stress: Validation and replication of the Scale of Protective Factors. *Journal of Traumatic Stress*, 26(6), 537-545. [10.1002/jts.22148](https://doi.org/10.1002/jts.22148)

Ponce-Garcia, E., **Madewell, A. N.**, & Kennison, S. M. (2015). The development of the Scale of Protective Factors (SPF): Resilience in a violent trauma sample. *Violence and Victims*, 30(5), 732-755. [10.1891/0886-6708](https://doi.org/10.1891/0886-6708)

Jackson, A. T., **Madewell, A. N.**, & Kennison, S. M. (2011). The relationship between body image and job satisfaction. *Journal of Organizational Psychology*, 11, 56-69. http://www.na-businesspress.com/JOP/jackson_abstract.html

Madewell, A. N., *Struck-Downen, S., Ponce-Garcia, E., & Seger, J. (under review). The relationship between sexting, sensation-seeking, and risky sexual activities in emerging adulthood: Sextual communication is not that risky. *Computers in Human Behavior*

Note. * denotes undergraduate student researcher.

PEER-REVIEWED CONFERENCE PROCEEDINGS

*Mixon, L. A., **Madewell, A. N.**, & Wolfe, D. (2022). A Comparative Analysis of Native and non-Native Counseling Trainees during COVID-19. Paper published in the conference proceedings for the Fourteenth Native American Symposium: Native Presence and Survival Shaping Native Futures. [Native American Symposium - Native American Institute \(se.edu\)](https://www.nativeamericaninstitute.org/)

Hembrough, T. & **Madewell, A. N.** (2020). Creating Change: Supporting Native-American Student Veterans at the University and in the First-Year Composition Classroom. Paper published in the conference proceedings for the Thirteenth Native American Symposium: Native Legacies in the 21st Century. [6-creating-change.pdf \(se.edu\)](https://www.se.edu/6-creating-change.pdf)

PUBLICATIONS - IN PREPARATION

Hembrough, T., **Madewell, A. N.**, & Ponce-Garcia, E. (in preparation). Importance of Social Support and Brick-and-Mortar Course Offerings among Military Spouse Students at a Midwestern University.

Madewell, A. N., Hembrough, T. N., & *Johnson, B. L. (in preparation). Family cohesion as a social protective factor among, TBD.

*Struck-Downen, S., Ponce-Garcia, E., **Madewell, A. N.**, & *Martin, S. (in preparation). Protective factors in emerging adult women: Differences between non-interpersonal trauma and sexual assault.

Madewell, A. N., Erchull, M. J., & Page, M. C. (in preparation). The role of sexual activity on the development of young women's sexual body attitudes.

Madewell, A. N., Schumacher, K., Bailey, L. C., Page, M. C., & Van Delinder, J. L. (in preparation). Addressing academic climate: Effects of stereotype threat on perceptions of gender equality, professional and personal balance, and departmental support of family responsibilities among tenure-track faculty.

Madewell, A. N., Fromm-Reed, S., Trude-Suter, D. A., & Page, M. C. (in preparation). The future of feminist community: A theoretical critique of feminist identity theory.

Ponce-Garcia, E., **Madewell, A. N.**, & Kennison, S. M. (in preparation). Resilient thinking styles: A multivariate composite of protective factors in resilience.

Madewell, A.N. (in preparation). Vulva Genital Awareness: Confirmatory factor analysis of women's genital perceptions.

Madewell, A. N. & Van Delinder, J. L. (in preparation). Graduate student success through an allied mentoring style.

PROFESSIONAL PRESENTATIONS

Hembrough, T., Cavanaugh, M., Black, C., **Madewell, A. N.**, & Mixon, L. (2021, November 12). *Promoting and Shaping the Futures of Native College Students in a Time of Pandemic* [Panel discussion]. Fourteenth Biennial Native American Symposium focusing on Native presence and survival shaping Native futures in Durant, OK, United States. [NAS 2021 CPF](#)

Cavanaugh-Allsup, M. & **Madewell, A. N.** (2021, April). *Working memory and trauma narrative* [Poster presentation]. Southwestern Psychological Association (SWPA) Annual Convention in Frisco, TX. The SWPA Annual Convention in 2020 was canceled due to the pandemic.

Madewell, A. N., *James, V., *Soap, A., Hamil, K., & Ponce-Garcia, E. (2019, April). *Reintegration and resilience: Building social and cognitive protective factors among Natives* [Symposium]. Southwestern Psychological Association Annual Convention, Albuquerque, NM, United States.

Ponce-Garcia, E., **Madewell, A. N.**, Calix, S. (2018, March). *Theory and Measurement of Adult Resilience* [Symposium]. Society for Research on Human Development, Plano, TX, United States.

*Giamporcaro, M. A., **Madewell, A. N.**, & Ponce-Garcia, E. (2018, March). *Measuring Resilience in a Medical Trauma Sample using the Abbreviated Scale of Protective Factors (SPF-12)* [Poster presentation]. Society for Research on Human Development (SRHD) Conference in Dallas, TX, United States.

- *Bruno, B. & **Madewell, A. N.** (2017, May). *The Relationship between Humor Styles and Resilience within the Citizen Potawatomi Nation Tribe* [Poster presentation]. Association of Psychological Science (APS) 29th Annual Convention, Boston, MS, United States.
- Madewell, A. N.** & *Bruno, B. (2017, February). *Understanding grit and humor as new protective factors in promoting resilience* [Workshop]. Invited Presenter of three-hour CEU credit workshop at the Wayne C. Dixon Memorial Workshop in Durant, OK, United States.
- Madewell, A. N.**, Ponce-Garcia, E. & *Soria, K. S. (2016, April). *The relationship between sexual trauma, mental disorders, and protective factors in men* [Poster presentation]. Southwestern Psychological Association (SWPA), Dallas, TX, United States.
- Madewell, A. N.** (2015, October). *Scale of Protective Factors (SPF-24) of Resilience: Measurement and application* [Workshop]. Wayne C. Dixon Memorial Workshop in Durant, OK, United States.
- Madewell, A. N.**, Ponce-Garcia, E., & *Taylor, H. D. (2015, April). *Identifying Protective Factors of Resilience: Theory, construct, measurement, and application* [Symposium]. Southwestern Psychological Association conference, Wichita, KS, United States.
- Ponce-Garcia, E. & **Madewell, A. N.** (2015, April). *Differences in Protective Factors of Resilience between violent trauma survivors* [Poster presentation]. Southwestern Psychological Association conference, Wichita, KS, United States.
- Madewell, A. N.**, Page, M. C., Bailey, L., Van Delinder, J., & *Delano, D. (2013, July). *Reproduction of masculine hegemony within institutional culture: Sex differences in work climate perceptions* [Poster presentation]. American Psychological Association Conference, Honolulu, Hawaii, United States.
- Madewell, A. N.**, Page, M. C., Thomas, J., Badzinski, S., *Koposko, J., *Orona, C., & *Hullings, M. (2013, July). *Relationships between math and science attitudes and grades in elementary school* [Poster presentation]. American Psychological Association Conference, Honolulu, Hawaii, United States.
- Madewell, A. N.**, *Anderson, A., Page, M. C., & Van Delinder, J. L. (2012, March). *ADVANCE Oklahoma State University: Reciprocal mentoring predicts faculty and student success*. [Symposium]. Association of Women in Psychology Conference, Palm Springs, CA, United States.
- Madewell, A. N.**, *Whelan, E., Ponce-Garcia, E., & Page, M. C. (2011, November). *A taxonomy of sexting: What's a little sexting between friends?* [Symposium]. National Conference for the Society of the Scientific Study of Sexuality, Houston, TX, United States.
- Madewell, A. N.**, Page, M. C., Van Delinder, J. L., & Bailey, L. C. (2011, November). *NSF ADVANCE Oklahoma State University: Does mentoring enhance graduate student*

success and faculty satisfaction with climate? [Poster presentation]. National Science Foundation ADVANCE National Conference, Washington D.C., United States.

Page, M. C., **Madewell, A. N.**, Damron, R., & Yii Fang Chia, C. (2011, May). *Effectiveness of Team Based Learning in a senior level psychology course* [Poster presentation]. Association for Psychological Science 23rd Annual Convention, Washington D.C., United States.

Madewell, A. N., Fromm-Reed, S., & Trude-Suter, D. A. (2011, March). *The future of feminist community* [Symposium]. Association of Women in Psychology Conference, Philadelphia, PA, United States.

Madewell, A. N. (2011, February). *The Relation between body image, sexual functioning, and women's genital self image* [Paper presentation]. Oklahoma State University Research Week, Stillwater, OK, United States.

Barrett, A. J., **Madewell, A. N.**, & Rutledge, J., (2010, November). *Building academic synergy through interdisciplinary research as a graduate student*. [Symposium]. Oklahoma Women in Higher Education, Edmond, OK, United States.

Madewell, A. N., Barrett, A. J., & Longoria, A., (2010, April). *The logistics of interdisciplinary research: A graduate student perspective*. [Symposium]. Southwestern Psychological Association 21st Annual Convention, Dallas, TX, United States.

Madewell, A. N., *Zaleski, N., & Page, M. C. (2010, April). *Vulva self-image* [Poster presentation]. Southwestern Psychological Association 21st Annual Convention, Dallas, TX, United States.

Madewell, A. N., *Zaleski, N., & Page, M. C. (2009, April). *Understanding female genital self-image* [Poster presentation]. Association for Psychological Science 21st Annual Convention, San Francisco, CA, United States and Oklahoma Psychological Society Annual Conference, Edmond, OK, United States.

Note: Poster received the first place graduate student award and a travel award.

Van Delinder, J. L., Page, M. C., Bailey, L. E., & **Madewell, A. N.** (2008, November). *OSU ADVANCE Partnerships for Adaptation, Implementation, and Dissemination: Gender equity in STEM at Oklahoma State University* [Poster presentation]. Oklahoma Women in Higher Education Annual Conference, Edmond, OK, United States.

TEACHING EXPERIENCE

Southeastern Oklahoma State University

PSY 1113 – Introduction to Psychology

PSY 1113 – Introduction to Psychology, special section for FIRST students

PSY 2243 – Introduction to Human Development

PSY 2033/3033 – Introduction to Research and Writing in Psychology*

PSY 3123 – Child and Adolescent Development for Education majors

PSY 3243 – Psychology of Aging*

PSY/SOC 3313 – Statistics for Behavioral Sciences

PSY 3413 – Psychology of Human Sexuality*

PSY 3433 – Research Methods for Psychology

PSY 4313 – Abnormal Psychology*

PSY 4353 – Psychological Testing & Assessment*

PSY 4373 – Physiological Psychology*

PSY 4453 – Advanced Research Methods

PSY 4553 – Advance Research Project

PSY 4990 – Seminar in Psychological Resilience Research

PSY 4993 – Seminar on Psychology of Law

PSY 4993 – Seminar on Forensic Psychology

Graduate/LPC Workshop – 3 CH CEU Wayne C. Dixon Memorial Workshop on Resilience

COUN 5863 – Research in Counseling*

Note. * taught this course in an online, hybrid, Zoom, or Interactive Educational Television (IETV) format

Oklahoma State University

PSYC 1113 - Introduction to Psychology

PSYC 2593 - Psychology of Human Sexuality

PSYC 3214 - Quantitative Methods in Psychology (4 CH with statistics lab)

PSYC 4123 - Psychology of Women

PEDAGOGICAL PRESENTATIONS

Hembrough, T. & **Madewell, A. N.** (2019, November). A Study of Rural and Native American Students' Military Identities, and Reading and Writing Interests in a Military-Friendly, Military-themed Composition Course [Conference session]. Thirteenth Native American Symposium: Native Legacies in the 21st Century in Durant, OK, United States.

- Madewell, A. N.,** Anderson, J., Duell, B., & Kytola, K. (2017, September). *Reducing math anxiety: Cognitive and behavioral tricks of the trade* [Symposium]. Network for the Teaching of Psychology (ONTOP) conference in Lawton, OK, United States.
- Madewell, A. N.** & Hembrough, T. N. (2017, April). *Creating a learning community to enhance retention and engagement among veteran populations* [Workshop]. Teaching of Psychology (TOP) workshop presentation at Southwestern Psychological Association (SWPA) Annual Convention, San Antonio, TX, United States.
- Wickes, K., Arduengo, J., Coble, P., Sobel, K. & **Madewell, A. N.** (2017, April). *Mentoring undergraduate students: Best practices* [Workshop]. Psi Chi Advisor Workshop, Southwestern Psychological Association (SWPA) Annual Convention, San Antonio, TX, United States.
- Madewell, A. N.** & Hembrough, T. N. (2017, February). *Administrative and pedagogical practices to enhance retention and engagement among military connected students, Including Native American student veterans* [Invited plenary speaker]. Oklahoma State Regents for Higher Education (OSRHE) 2017 Conference on Serving Military Connected Students in Higher Education at University Research Park in Oklahoma City, OK, United States. Panelists included Dr. Stan Alluisi, Max Brownlee, Dr. Lance Miller, Dr. Crystal Moore, and Sgt. Dan Moore.
- Hembrough, T. N. & **Madewell, A. N.** (2016, February). *Serving students with a military identity at comprehensive and regional universities* [Workshop]. State Regents for Higher Education (OSRHE) 2016 Conference on Serving Military Connected Students in Higher Education in Oklahoma City, OK, United States, and at a Brown Bag Lunch at Southeastern Oklahoma State University.
- Madewell, A. N.** & Ponce-Garcia (2016, January). *A learning community model: Engaging discussion topics among high-risk veteran populations* [Round table]. National Institute for the Teaching of Psychology (NITOP), St. Petersburg, FL, United States.
- Ponce-Garcia & **Madewell, A. N.** (2016, January). *Persistence and remediation: Unique challenges in regional universities and community colleges* [Round table]. National Institute for the Teaching of Psychology (NITOP), St. Petersburg, FL, United States.
- Ponce-Garcia, E. & **Madewell, A. N.** (2015, April). *Creativity generating thinking styles, resilience, and academic success* [Poster presentation]. Southwestern Psychological Association conference, Wichita, KS, United States. SWToP, Teaching of Psychology Award Nominee.
- Madewell, A. N.,** & *Resnick, R. (2010, September). *Creative cognition: Bringing the history of psychology to life* [Poster presentation]. Oklahoma Network for the Teaching of Psychology (ONTOP) Annual Convention, Stillwater, OK, United States.

MENTORING AND LEADERSHIP EXPERIENCE

- *Johnson, B. & **Madewell, A. N.** (2019, April). *Parental dyads: Enhancing resilience through creative writing and communication* [Poster presentation]. Southwestern Psychological Association Annual Convention in Albuquerque, NM, United States.

- *Lindamood, B. (2017, April). *Exploration into the attitudes and behaviors toward sex education* [Poster presentation]. Southwestern Psychological Association (SWPA), San Antonio, TX, United States, and at the Collin College Undergraduate Interdisciplinary Student Research Competition, Plano, TX, United States.
- *Gordon, R. (2017, March). *The Dual Benefits of Volunteering with Children: How Volunteerism Promotes Undergraduate English Majors to Engage with and Educate Their Local Communities* [Poster presentation]. Oklahoma Research Day, Enid, OK, United States. This work is based on the Summer Writing Program held at the Boys and Girls Club of Durant, OK, United States.
- *Bruno, B. D., **Madewell, A. N.** & Ponce-Garcia, E. (2016, April). *Comparison of protective factors that influence psychological resilience between ethnicities* [Poster presentation]. Psychological Association (SWPA), Dallas, TX, United States.
- *Brown, M. E., Ponce-Garcia, E. & **Madewell, A. N.** (2016, April). *The relationship between sexual trauma, mental disorders, and protective factors in women* [Poster presentation]. Southwestern Psychological Association (SWPA), Dallas, TX, United States.
- *Taylor, H., **Madewell, A. N.**, & Ponce-Garcia, E. (2015, April). *Perceived stereotypes of psychological disorders threaten resilience* [Poster presentation]. Southwestern Psychological Association conference, Wichita, KS, United States.
- *Shuping, L., **Madewell, A. N.**, Ponce-Garcia, E. (2015, April). *Sexual satisfaction: Sexting and sensation seeking* [Poster presentation]. Southwestern Psychological Association conference, Wichita, KS, United States.
- *Johnson, Z. R. (2013, May). *Psychobiodevelopmental perspectives on sexual communication, functioning, and digit ratio (undergraduate thesis)* [Poster presentation]. Southwestern Psychological Association, Fort Worth, TX, United States.
- *Jamison, G. (2013, May). *The relationship between digit symmetry, sexual attractiveness, and body image (undergraduate thesis)* [Poster presentation]. Southwestern Psychological Association, Fort Worth, TX, United States.
- *Lynch, A., **Madewell, A. N.**, Page, M. C. (2013, February). *Sexual health promotion* [Poster presentation]. Oklahoma State University Research Symposium, Stillwater, OK, United States. Poster was awarded 1st place for undergraduate research excellence.
- *Anderson, A., **Madewell, A. N.**, Page, M. C., Bailey, L. E., & Van Delinder, J. L. (2011, November). *ADVANCE OSU Partnerships for Adaptation, Implementation, and Dissemination: Gender equity in STEM at Oklahoma State University* [Poster presentation]. Women of Color in STEM Conference, Dallas, TX, United States.
- *Whelan, L., **Madewell, A. N.**, & Page, M. C. (2011, February). *A taxonomy of sexting practices* [Poster presentation]. OSU Research Week, Stillwater, OK, United States. OSU Research Symposium 2nd Place Undergraduate Research Award and Travel Grant.

- *Ramirez, B. C., **Madewell, A. N.**, & Page, M. C. (2011, February). *Defining the relationship: Relationship dynamics in the 21st Century* [Poster presentation]. OSU Research Week, Stillwater, OK, United States.
- *Johnson, C. L., **Madewell, A. N.**, Page, M. C., Bailey, L. E., & Van DeLinder, J. L. (2011, April). *Faculty perceptions on the treatment of women and minority faculty members* [Poster presentation]. Oklahoma Psychological Society, Edmond, OK, United States.
- *Jackson, A. T., **Madewell, A.N.**, *Casteneda, J. J., *Hamm, C., *Akin, R., *Guadarrama, J., & Page, M. C. (2009, May). *Cross-gender relationship between media depictions of body image and body image satisfaction* [Poster presentation]. Association for Psychological Science, San Francisco, CA, United States. Awarded a 1st place Undergraduate Research Award

* denotes graduate or undergraduate researcher

UNIVERSITY SERVICE AND PROFESSIONAL ACTIVITIES

UNIVERSITY SERVICE

VETERAN RECRUITMENT AND RETENTION PLANNING

Tara Hembrough, Ph.D. and I worked to develop initiatives designed to support retention of our military affiliated students. Worked with Kristie Luke, Glenda Rotham, Liz McCraw, and Teriki Barnes. (2016 – 2019)

CONFERENCE PLANNING

Oklahoma Network for the Teaching of Psychology (ONTOP) 2019

Co-directed the ONTOP 2019 Conference held at Southeastern Oklahoma State University on September 20, 2019.

COMMITTEE MEMBERSHIP

Course Equivalency Project (CEP) Faculty Curriculum Committee, representative for Behavioral Sciences, *Oklahoma State Regents for Higher Education* (2021).

Sustainability Committee Chair, *Southeastern Oklahoma State University* (2016-2017).

Sustainability Committee, *Southeastern Oklahoma State University* (2015-2020).

Institutional Assessment Committee, *Southeastern Oklahoma State University* (2015-current).

Civil Rights and Title IX Committee, *Southeastern Oklahoma State University* (2016-current).

Ad-hoc Presidential Committee on Student Veteran Retention, *Southeastern Oklahoma State University* (2016).

Veteran's Academic Boot Camp, Assessment Director, *Southeastern Oklahoma State University* (summer 2017).

Honors Student Evaluator, Admission Essay Evaluator, *Southeastern Oklahoma State University* (2015-current).

Student Wellness Committee, *Southeastern Oklahoma State University* (2017-current).

Presenter

Panel: Academic Integrity with James Reed, Mike Davis, Lawrence Silver, and Amy Madewell, Hosted by the Center for Instructional Design and Technology at *Southeastern Oklahoma State University* (2021, July).

Student Wellness Program Speaker, Enhancing Resilience: How small steps get you to your dreams, *Southeastern Oklahoma State University* (2017, November).

Faculty Symposium, Reaching Veteran and Military-affiliated Students, *Southeastern Oklahoma State University* (2016, August).

Brown Bag Lunch, Engaging Military Connected Students at Southeastern Oklahoma State University, *Southeastern Oklahoma State University* (2016, March).

Faculty Symposium, Environmental Psychology: The Litter Study, *Southeastern Oklahoma State University* (2015, August).

DEPARTMENTAL SERVICE

Psychology Program Coordinator, Department of Behavioral Sciences, *Southeastern Oklahoma State University* (2017 – present).

Community Psychology Program Development Committee, *Southeastern Oklahoma State University* (2019 – present).

Chair of Psychology Hiring Committees, *Southeastern Oklahoma State University* (spring-summer 2021). Hired – Dr. Courtney Boise as a tenure-track professor of Psychology in Durant, OK. Hired – Dr. Joseph Simons-Rudolph as a full-time instructor of Psychology, working remotely.

Advise psychology majors and minors, *Southeastern Oklahoma State University* (2015-present).

Psychology Hiring Committee, *Southeastern Oklahoma State University* (spring-summer 2018). Hired – Dr. Elisabeth Ponce-Garcia, Ph.D. Psychology.

SOC/CJ Hiring Committee, *Southeastern Oklahoma State University* (summer 2017). Hired – Dr. David Monk, Ph.D. 50/50 Sociology/Criminal Justice.

Psi Chi Movie Night and Colloquium Series, University Club Director and Co-advisor, *Southeastern Oklahoma State University* (2015-2019).

Sona-Systems, University Research Pool Software, Director and Administrator, *Southeastern Oklahoma State University* (2016-current).

Advised – Rebecca Rathwell (2016-17)
 Milena Vitez (2017-19)
 Alexis Wright-Wade (2019-20)
 Natalie Foster (2020)
 Brianna Cole (2021-present)

Wayne C. Dixon Memorial Workshop, Invited Presenter, *Southeastern Oklahoma State University* (2017, 2015).

Psi-Chi Induction Ceremony, Invited Keynote Speaker, *Southeastern Oklahoma State University* (2015).

COMMUNITY SERVICE

Summer Creative Writing Program, Faculty Co-director with Dr. Randy Prus (year 1) and Tara Hembrough from the Department of English, *Southeastern Oklahoma State University, Boys and Girls Club of Durant*, (2015; 2016).

Oklahoma Women of Higher Education, *Southeastern Oklahoma State University* and *Southeastern Oklahoma Institutional Ambassador, Oklahoma Board of Regents* (2016-current).

Choctaw Reintegration Program, Assessment Consultant, *Choctaw Nation, Durant, Oklahoma* (2016-current).

PROFESSIONAL SERVICE

National Conference of Undergraduate Research, Abstract Reviewer, *University of Central Oklahoma, Edmond, Oklahoma*, (2018, April).

Sage, Textbook Reviewer (April – May 2017).

Journal of Computers in Human Behavior, Ad hoc Reviewer (2017-current).

Southwestern Psychological Association, Conference Reviewer (2016-current).

Journal of Violence and Victims, Ad hoc Reviewer (2015-current).

PSI CHI Undergraduate Journal of Psychology, Ad hoc Reviewer (2014-current).

Association of Women in Psychology, Conference Reviewer (2014-current).

GRANTS, HONORS and AWARDS

- 2018 Advanced Training Institute (ATI) on Big Data: Exploratory Data Mining in Behavioral Research Grant, *American Psychological Association*.
- 2017 Faculty Senate Recognition Award for Excellence in Scholarship and Research, *Southeastern Oklahoma State University*.
- 2017 Faculty Senate Recognition Award for Excellence in Service, *Southeastern Oklahoma State University*.
- 2016-2018 Choctaw Reintegration Program, External Grant, *Choctaw Nation*, Durant, Oklahoma.
- 2016 Oklahoma State Board Representative, *Oklahoma Women in Higher Education*, *Oklahoma State Regents for Higher Education*.
- 2015 Sustainability Course Development Grant for the Implementation of Sustainability Themes in the Classroom with Dr. Stanley Rice, *Southeastern Oklahoma State University*.
- 2015-2021 Faculty Development Research Grants, *Southeastern Oklahoma State University*: 2015, 2016, 2017, 2018, 2019, 2021.
- 2012 Summer Research Fellowship, *Women's Health Initiative (WHI)*.
- 2010-2012 Honored Fellowship, *Preparing Future Faculty*, *Oklahoma State University*,
Mentor: Robert Sternberg, Ph.D.
- 2011 Research Award, *Association of Women in Psychology (AWP)*, Committee Feminist Travel Grant.
- 2009 Graduate Student Leadership Award, *Oklahoma Women in Higher Education*.
- 2009 First Place Graduate Student Research Award and Travel Grant, *Oklahoma Psychological Science*.
- 2004-2005 Summer Teaching Fellowship in Spanish language and Hispanic/Latino-American Culture, *Anglo-Americano Instituto*, Polanco, Mexico City, Mexico.

PROFESSIONAL DEVELOPMENT

- Advanced Training Institute (ATI) on Big Data: Exploratory Data Mining in Behavioral Research* at Arizona State University, Tempe, AZ (2018, June 4-8).
- The Makings of a Textbook Editor*, workshop sponsored by Sage Publishers, held at the Association of Psychological Science Convention in Boston, Massachusetts (2017, May).
- LockDown Browser & Respondus Monitor Training* sponsored by Respondus. Online workshop (2017, 2018, 2019, 2020).

The University: Money, Power, and the Common Good, American Association of University Professors Workshop held at Southeastern Oklahoma State University, Durant (2017, March).

Learn how to prevent cheating during online tests! Online workshop sponsored by Respondus (2016, December).

Culture in the Classroom Workshop taught by Dr. Jennifer Hicks at Southeastern Oklahoma State University, Durant (2015, April).

Team-based Learning Workshop taught by Dr. Nancy Fire and Dr. Judi Bradetich from the University of North Texas, organized by Dr. Charla Hall, workshop held at Southeastern Oklahoma State University, Durant (2014, October).

RESEARCH EXPERIENCE

2007 – present

Research Skills: Experience using statistical software for quantitative research, to include: SPSS, SAS, LISREL, AMOS, Mplus, and Stata. Qualitative research experience using NVivo and Excel.

- Statistical expertise in Multiple Regression, Multivariate Analysis, Psychometric Analysis, Exploratory and Confirmatory Factor Analysis, and Multi-level Modeling for Longitudinal Data Analysis.
- Theoretical knowledge in Social Developmental Theory, Social Psychological Theory, Neuro-biological Psychology Research, Marital and Couples Research, Race and Reproductive Rights for Women, and Behavioral Neuro-endocrinology.

OTHER EXPERIENCE

Bilingual Intake Specialist, *Galaxy Counseling Center*. Garland, Texas.

- Taught Truancy and Parenting Classes. Conducted intake interviews for families, individuals, and couples.
- Supervisors: Nicole Roberts, Ph.D., Ruth Gonzales, LPC-I, and Caroline Fagan.
 - o April 2006- May 2008

Behavior Therapist, *LIFE Midwest, Lovaas Institute*. McKinney, Texas.

- Implemented Early Intervention Behavior Therapy Program for three year olds with Autism.
- Supervisors: Charysse Fouquette, M.A., and Eric Larson, Ph.D.
 - o June 2005- Dec. 2005

SPECIAL TRAINING**Online Teaching Certificates**

Quality Matters, Applying the Quality Matters Rubric, *Southeastern Oklahoma State University*

- Online Instructors Certificate awarded July 2015
- Improving Your Online Course awarded May 2021
- Online Course Review Evaluation from CIDT for PSY 4373 – Physiological Psychology on September 2021

Institute for Teaching and Learning Excellence, *Oklahoma State University*

- Online Instructors Certificate awarded November 2012

LANGUAGES

Bilingual proficiency in Spanish and English

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Psychological Association

Association for Psychological Science

Psi Chi National Honor Society

Golden Key National Honor Society

American Association of University Women

Association of Women in Psychology

Society for the Scientific Study of Sexuality

Oklahoma Women in Higher Education

Elisabeth Ponce-Garcia, Ph.D.

Faculty Development, University of Oklahoma Health Sciences Center

P.O. Box 26901

Faculty Development

Suite 164

OUHSC

Oklahoma City, OK 73126

405-201-8661 (cell)

Elisabeth-PonceGarcia@ouhsc.edu

Education

Ph.D. Developmental Psychology, Oklahoma State University, Stillwater, 2014

M.S. Developmental Psychology, Oklahoma State University, Stillwater, 2012

B.S. Psychology, University of Science and Arts of Oklahoma, Chickasha, 2010

Research Interests

The Relationship between risk and protective factors, social and cognitive development, and cultural factors in resilience during early and emerging adulthood

Awards and Honors

Bhattacharya Research Excellence Award (2018; \$2,500) for advancing the quality of research and creative/scholarly activity at Cameron University and in Southwest Oklahoma.

Appointments

Program Development Specialist, Instructional Designer, OU Online Coordinator, and Quality Matters Coordinator

Office of the Vice Provost for Academic Affairs & Faculty Development

University of Oklahoma Health Sciences Center, Oklahoma City, OK (2020-Current)

Assistant Honors Professor and Program Director for Community Psychology

Department of Behavioral Sciences, Southeastern Oklahoma State University, Durant, OK (2018-2020)

Assistant Professor and Program Director, Developmental Psychology

Department of Psychology, Cameron University, Lawton OK (2014-2018)

Instructor

Department of Psychology, Cameron University, Lawton OK (2014, June-December)

Doctoral Candidate and Graduate Instructor

Department of Psychology, Oklahoma State University, Stillwater OK (2013-2014)

Teaching and Research Assistant

Department of Psychology, Oklahoma State University, Stillwater OK (2012-2014)

Grants and Funding

J. Herman, S. Crawford (PI). (2019-2023). Expansion and Enhancement of Medical School Curriculum to Increase Physicians in Underserved Oklahoma Sites. Award, \$3,382,475. Health Resource & Services Administration (HRSA). Grant #: T99HP33558. *E. Ponce-Garcia, Instructional Designer*

Ponce-Garcia, E. (2020). Presidential Partners and Student Services Award, \$1,180. In support of recruitment at the Southwestern Psychological Association conference. *E. Ponce-Garcia, Primary Investigator*

Madewell, A. N. & **Ponce-Garcia, E.** (2019). Presidential Partners and Student Services Award, 2,000. In support of the Oklahoma Network for the Teaching of Psychology conference. *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. (2018). University travel grant, SOSU. 1,000. In support of research being presented at the Southwestern Psychological Association conference. *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. (2018). S-STEM workshop travel award. National Science Foundation \$1,500 (Houston, TX). *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. & Calix, S. (2017). The Development of an Interpersonal Sexual Script Scale for Adult Heterosexual Women. Research Grant. Cameron University, \$6,934.00, 1 year. *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. & Calix, S. (2017). The Influence of Fathers Sexual Script Messages, Childhood Ecological Risk, and Warmth of Relationship with Father on adult daughter's

resilience. Research Grant. Cameron University, 4,798, 1 year. *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. (2016). Providing Equipment for High Impact Learning in the Classroom: Innovative Instructional Grant. Cameron University, \$1,116.00, 1 year. *E. Ponce-Garcia, Primary Investigator*

Ponce-Garcia, E. & Calix, S. (2015). Data Collection for Pilot and Feasibility Grant Application NIH. Cameron University, \$500, 1year. *E. Ponce-Garcia, Primary Investigator*

Publications - Peer-reviewed Journal Articles

Jordan, E. M., Thomas, D. G., & **Ponce-Garcia, E.** (2020). Original paper infant social evaluations in response to unequal resource distribution. *Children and Teenagers*. 3, (2), 36-49. doi: 10.22158/ct.v3n2p36

Madewell, A. N., **Ponce-Garcia, E.**, Bruno, B. D., Struck-Downen, S., & Taylor, H. (2019). An abbreviation of the Scale of Protective Factors: Resilience in a medical trauma sample. *Current Psychology*, doi: 10.1007/s12144-018-0110-6

Ponce-Garcia, E. et al. (2019). Through childhood relationship with grandparent, enculturation leads to resilience in Native American adults. *Journal of Intergenerational Relationships*. doi: 10.1080/15350770.2018.1535348

Ponce-Garcia, E. & Madewell, A. N. (2018). The Pursuit of Data: Using Exploratory and Confirmatory Factor Analyses and Collaboration to Develop a Measure of Adult Resilience as Early Career Researchers. *SAGE Research Methods Cases*. doi: 10.4135/9781526441027

Ponce-Garcia, E., Madewell, A. N. & Brown, M. E. (2016). Resilience in men and women experiencing sexual assault or traumatic stress: Validation and replication of the Scale of Protective Factors. *Journal of Traumatic Stress*. 26(6), 537-545. doi: 10.1002/jts.22148

Criss, M. M., Morris, A.S., **Ponce-Garcia, E.** & Cui, L. (2016). Examining pathways to adaptive emotion regulation among adolescents from disadvantaged families. *Family Relations*. 65(3), 517-529. doi: 10.1111/fare.12202

Madewell, A. N., **Ponce-Garcia, E.** & Martin, S. (2016). Data replicating the factor structure and reliability of commonly used measures of resilience: The Connor-Davidson Resilience Scale, Resilience Scale, and Scale of Protective Factors. *NCHS Data in Brief*. doi: 10.1016/j.dib.2016.08.001

Madewell, A. N. & **Ponce-Garcia, E.** (2016). Assessing Resilience in Emerging Adulthood: The Resilience Scale (RS), Connor Davidson Resilience Scale (CD-RISC), and Scale of Protective Factors (SPF). *Personality and Individual Differences*, 97, 249-255. doi:10.1016/j.paid.2016.03.036

Ponce-Garcia, E., Madewell, A. N. & Kennison, M. S. (2015). The development of the Scale of Protective Factors (SPF): Resilience in a violent trauma sample. *Journal of Violence and Victims*, 30(5), 735-55. doi: 10.1891/0886-6708

Kennison, S.M. & **Ponce-Garcia, E.** (2012). The role of childhood relationships with older adults in reducing risk-taking by young adults. *Journal of Intergenerational Relationships*, 10(1), 22-23. doi: 10.1080/15350770.2012.645739

Teaching Experience

University of Oklahoma Health Sciences Center, OK 2021-Current

Foundations for Online Teaching (28-week University Sponsored Professional Development Certificate Course), 2 sections

I serve as the course instructor and instructional designer. I facilitate synchronous class discussion, provide peer review of teaching materials and teaching portfolios for faculty across seven colleges in the health sciences, and I coordinate curriculum development for the Scholarship & Teaching Excellence Program (STEP) which includes this course.

University of Oklahoma Health Sciences Center, OK 2021-Current

TRU-OK (Tribal, Rural, and Underserved) – Social Determinants of Health (8-week Physician Training Course), in development

I serve as the instructional designer and subject matter expert for learning theory. I developed the curriculum for this asynchronous, active learning, online professional development course for physicians and residents serving tribal, rural, and underserved communities in Oklahoma.

Southeastern Oklahoma State University, OK 2018-2020

Social and Cultural Diversity for Counseling Psychology (3 credit hour graduate online), 1 section

I provided application exercises, readings, and class discussion moderation in theory and application of social and cultural diversity for master's level researchers, therapists, and counselors. The classes included up to 60 students.

Southeastern Oklahoma State University, OK 2018-2020

Child and Adolescent Developmental Psychology for Education Majors (3 credit hour undergraduate online), 1 section

I developed online interviewing, observation, and case study projects. I provided lecture videos, moderated in depth discussion, and guided learning regarding cognitive and social learning models of child and adolescent.

Southeastern Oklahoma State University, OK 2018-20

Introduction to Research and Writing (3 credit hour lecture), 1 Section

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in preparing research journals. The class included up to 40 students.

Southeastern Oklahoma State University, OK 2018-2020

Multicultural Psychology (3 credit hour undergraduate online), 1 section

I provided application exercises, readings, and class discussion moderation in theory and application of social and cultural diversity. The class included up to 40 students.

Southeastern Oklahoma State University, OK 2018-2020

Research Methods (3 credit hour undergraduate seminar), 1 section

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in developing research projects, preparing research posters for presentation, and developing pitch statements regarding their research projects. The class included up to 20 students.

Cameron University, Lawton, OK 2018

Developmental Psychology (4 credit hour graduate seminar), 2 sections

I provided readings, moderated class discussion, and guided the development of students' theoretical understanding of the major concepts in developmental psychology. The class included 15 students.

Cameron University, Lawton, OK 2017-2018

Social and Cultural Foundations in Counseling and Psychology (4 credit hour graduate seminar), 3 Sections

I provided application exercises, readings, and class discussion moderation in theory and application of social and cultural diversity for masters level researchers, therapists, and counselors. The classes included up to 17 students.

Cameron University, Lawton, OK, 2014-2018

Psychological Research (3 credit hour capstone workshop/seminar), 9 Sections

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in developing research projects, preparing research posters for presentation, and developing pitch statements regarding their research projects. The classes included up to 30 students

Cameron University, Lawton, OK, 2014-2018

Experimental Psychology (3 credit hour lecture and online), 7 Sections

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in preparing research proposals. The classes included 40 students

Cameron University, Lawton, OK 2014-2018

Life-Span Developmental Psychology (3 credit hour lecture and online), 17 Sections

I developed and presented lecture, class activities, and an online component for class interactions. I directed students in critical thought exercises to increase understanding regarding developmental differences in social, psychological, and biological contexts. The classes included up to 40 students

Cameron University, Lawton, OK, 2014-2018

Psychology of Learning (3 credit hour lecture and online), 8 Sections

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in completing a behavior change project and implementing the principles of learning. The classes included up to 40 students

Cameron University, Lawton, OK, 2014-2018

General Psychology (lecture and online), 8 Sections

I developed and presented lecture, class activities, exams, and an online component for class interactions. Each of the 6 classes included 35 students

Southeastern Oklahoma State University, Durant, OK, 2018

Psychology of Learning (Online), 2 sections

I developed and presented lecture using video, held class discussion using Zoom, and scored quizzes, exams, and class activities. The classes included a total of 35 students.

Southeastern Oklahoma State University, Durant, OK, 2015

Statistics in Behavioral Science (Online), 2 sections

I developed and presented lecture and course activities designed to help student progress in their understanding of basic behavioral statistics. The class included 22 students

Cameron University, Lawton, OK, 2016

Cognitive Psychology (lecture and ITV), 1 Section

I developed and presented lecture, class activities, and directed students in completing a neurocognitive model. The class included 34 students

Cameron University, Lawton, OK, 2014

Human Sexuality (lecture), 1 Section

I developed and presented lecture, class activities, exams, and an online component for class interactions. The class included 10 students

Oklahoma State University, Stillwater, OK, 2013-2014

Human Problems (lecture), 2 Sections

I developed and presented lecture, class activities, exams, and an online component for class interactions. Each of the 2 classes included 50 students

Oklahoma State University, Stillwater, OK, 2013

Quantitative Methods Lab in Psychology (1 credit hour workshop), 1 Section

I developed and presented lecture, class activities, and an online component for class interactions. I assisted students in research projects, preparing research posters for presentation, and developing pitch statements regarding their research projects. The class included 20 students

Oklahoma State University, Stillwater, OK, 2012-2013

Teaching Assistant of Social Psychology, 2 Sections

I graded quizzes and papers, proctored exams, and addressed student questions and concerns during office hours. Each of the 2 classes included 40 students.

Oklahoma State University, Stillwater, OK, 2012-2013

Introductory Psychology (lecture), 3 Sections

I developed and presented lecture, class activities, quizzes, and an online component for class interactions. Each of the 3 classes included 40 students.

Invited Addresses

Ponce-Garcia, E. (2019, Sept.). Protective factors: Taking control of personal resilience. 1.5-hour key note address over behavioral engagement of the autonomic stress response aimed at stress response regulation after trauma exposure. Invitation extended by the U.S. Army Substance Abuse Program (ASAP) in partnership with the Department of Defense (DOD).

Ponce-Garcia, E. (2019, Apr). The truth about PTSD. 1-hour key note address over the biological, cognitive, and social factors of PTSD for LPCs and LMFTs working with the U.S. Army to provide care for returning soldiers and veterans. Invitation extended by the U.S. Army Substance Abuse Program (ASAP).

Ponce-Garcia, E. (2018, Jun). Assessing for Resilience: Clinical Applications. 3-hour CEU Workshop for LPCs and LMFTs. the benefits of assessing resilience and how to use a measure of resilience, the Scale of Protective Factors (SPF-24), as an initial assessment and outcome tool. The SPF-24 helps to track strengths and deficits in the protective factors that are known to determine resilience. Address sponsored by the Pott's Family Foundation.

Ponce-Garcia, E. (2016, Aug). Understanding and promoting resilience through culture: How culture as prevention increases the availability of protective factors. 1-hour keynote address at the Culture is Prevention Native American Summit sponsored by IAMNDN, the Comanche Nation Prevention and Recover Center, Southern Plains Tribal Health Board, and SAMHSA in Lawton, OK.

Ponce-Garcia, E. (2016, May). Cognitive, Social, Health, and Community components that foster Resilience: How do programs, such as IAMNDN, foster and assess resilient outcomes? 1-hour invited presentation at Partnership for Success sponsored by Southern Plains Tribal Health Board and the Oklahoma Area Tribal Epidemiology Center in Norman, OK.

Ponce-Garcia, E. (2016, Apr). Risk and Resilience: a holistic path to overcoming risk using social, cognitive, health, and community protective factors. .5-hour invited presentation at Communities Talk: Town Hall Meetings to Prevent Underage Drinking sponsored by the Southern Plains Tribal Health Board, IAMNDN, and SAMHSA in Lawton, OK.

Professional Research Presentations

McNeill, C., Garrison, M. E. B., Whaley, G. El, **Ponce Garcia, E.**, & Rohli, R. V. (accepted) Does Family Resilience Predict Community Resilience? Poster presentation at 47th Annual Natural Hazards Research and Applications Workshop (virtual).

James, V. Hamil, K., & **Ponce-Garcia, E.** (2019, April). Reintegration and resilience: Building social and cognitive protective factors among Choctaw Native Americans. Symposium presented at the Southwestern Psychological Association Convention in Albuquerque, NM.

Ponce-Garcia, E., Calix, S., & Madewell, A. N. (2018, March). Symposium on the Theory and Measurement of Adult Resilience. Symposium presented at the Society for Research on Human Development, Plano, TX.

Ponce-Garcia, E., Calix, S., Perales, L., & Bread, D. (2017, Apr). Exploring the relationship between grandparent support, resilience, and Native American enculturation. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), San Antonio, TX.

Brown, M. E., **Ponce-Garcia, E.** & Madewell, A. N. (2016, Apr). The relationship between sexual trauma, mental disorders, and protective factors in women. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.

Madewell, A. N., **Ponce-Garcia, E.** & Soria, K. S. (2016, Apr). The relationship between sexual trauma, mental disorders, and protective factors in men. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.

Turner, B., Calix, S., & **Ponce-Garcia, E.** (2016, Apr). Native-American sociocultural activities and the prevention of youth substance abuse. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.

Ponce-Garcia, E. & Madewell, A. (2015, Apr). *Creativity Generating Thinking Styles, Resilience, and Academic Success*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.

Ponce-Garcia, E. & Madewell, A. (2015, Apr). *Differences in Protective Factors of Resilience between Violent Trauma Survivors*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.

Ponce-Garcia, E., Madewell, A., & Taylor, H. (2015, Apr). *Identifying Protective Factors of Resilience: Theory, Construct, Measurement, and Application*. Symposium talk at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.

Smith, A. M., Giano, Z. D., London-Johnson, A. M., Criss, M., Morris, A., Russell, C. C., & **Ponce-Garcia, E.** (2015, Mar). Link between daily negative affect and adolescent adjustment: An examination of interpersonal relationships as protective factors. Society for Research on Child Development (SRCD). Philadelphia, PA.

Pedagogical Presentations

Ponce-Garcia, E. (2022, Jan). Active Learning Online within Brightspace using PowerPoint. Academic Technology Expo, Oklahoma City, OK.

Madewell, A. N. & **Ponce-Garcia, E.** (2016, Apr). Teaching Protective Factors: Engaging discussion topics among high-risk student populations. Southwestern Psychological Association (SWTOP), Dallas, TX.

Ponce-Garcia, E. & Madewell, A. N. (2015, Jan). Persistence and Remediation: Unique challenges in regional universities and community colleges. National Institute for the Teaching of Psychology (NITOP), St. Petersburg, FL.

Madewell, A. N. & **Ponce-Garcia, E.** (2015, Jan). A learning community model: Engaging discussion topics among high-risk veteran populations. National Institute for the Teaching of Psychology (NITOP), St. Petersburg, FL.

Student Mentoring Presentations

Perales, L., **Ponce-Garcia, E.** & Calix, S. (2018, April). Does father know best? Sexual script messages from fathers predict adult daughter's sexual scripts. Southwestern Psychological Association (SWPA), Houston, TX.

Andrews, A., Comber, L., **Ponce-Garcia, E.** & Calix, S. (2018, April). Paternal investment predicts daughters' resilience in the context of neighborhood risk. Southwestern Psychological Association (SWPA), Houston, TX.

- Perales, L. & **Ponce-Garcia, E.** (2018, April). **Psi Chi SWPA Regional Research Award \$400.** Take time to be a dad: Resilience in adult daughters who have survived sexual assault. Southwestern Psychological Association (SWPA), Houston, TX.
- Brown, M. E. & **Ponce-Garcia, E.** (2018, April). **Undergraduate research paper finalist \$100.** Protective factors in a medical trauma sample. Southwestern Psychological Association (SWPA), Houston, TX.
- Comber, L., **Ponce-Garcia, E.** & Calix, S. (2018, April). Ecological risk and resilience in a lesbian sample. National Conference on Undergraduate Research (NCUR), Edmond, OK.
- Jesus, T., Perales, L., **Ponce-Garcia, E.** & Calix, S. (2018, July). The development of a sexual script scale for women. International Association for Research on Relationships (IARR), Ft. Collins, CO.
- Perales, L., **Ponce-Garcia, E.** & Calix, S. (2018, March). Fathers' influence on daughters' sexual script formation. Society for Research on Human Development (SRHD), Plano, TX.
- Terry, A., Comer, L., **Ponce-Garcia, E.** & Calix, S. (2018, March). Paternal investment during childhood predicts adult daughters' resilience in the context of ecological risk. Society for Research on Human Development (SRHD), Plano, TX.
- Skulski, M., Robinson, L., Robinson, L., Dominguez, C. & **Ponce-Garcia, E.** (2017, Apr). The Influence of Mug Shot and Ethnicity on Perceptions of Guilt. Research talk given at the annual meeting of the Southwestern Psychological Association (SWPA), San Antonio, TX.
- Reed, A., Swindle, E., Tabako, C. & **Ponce-Garcia, E.** (2017, Apr). Gender Differences in Perceptions of Casual Sex Interactions. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), San Antonio, TX.
- Normand, C., McNally, E., Morales-Herrera, J. & **Ponce-Garcia, E.** (2016, Apr). Career Success and Attraction. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.

- Normand, C., McNally, E., Morales-Herrera, J. & **Ponce-Garcia, E.** (2016, Apr). Career Success and Attraction. Poster won **1ST** place undergraduate poster at the annual meeting of the Oklahoma Psychological Society (OPS), Edmond, OK.
- McCoy, R. & **Ponce-Garcia, E.** (2016, Apr). An Investigation of Stereotype Threat: Applications to Cellular Phone Operating Systems. Poster won **3rd** place undergraduate poster at the annual meeting of the Oklahoma Psychological Society (OPS), Edmond, OK.
- Bruno, B. D., Madewell, A. N. & **Ponce-Garcia, E.** (2016, Apr). Comparison of Protective Factors that Influence Psychological Resilience between Ethnicity. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.
- Cobb, H., Kizzar, T., **Ponce-Garcia, E.** & Randell, J. A. (2016, Apr). Social and Psychological Factors Associated with Cognitive Tasks while Listening to Music. Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.
- Martin, S. & **Ponce-Garcia, E.** (2016, Apr). Individual Differences in Spatial Navigation. Paper presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.
- Brown, M. E. & **Ponce-Garcia, E.** (2016, Apr). Physician Selection and Personality: Does Empathy Matter? Poster presented at the annual meeting of the Southwestern Psychological Association (SWPA), Dallas, TX.
- Harper, D., & **Ponce-Garcia, E.** (2015, Apr). *Biography before Beauty*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.
- Bacon, T., Ebisck, S., Gable, F., Koehler, C., & **Ponce-Garcia, E.** (2015). *Affect boundaries: A gray area of academic cheating*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.
- Shuping, L. Madewell, A., & **Ponce-Garcia, E.** (2015, Apr). *Sexual Satisfaction: Sexting and Sensation Seeking*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.
- Taylor, H. Madewell, A., & **Ponce-Garcia, E.** (2015, Apr). *Perceived Stereotype of Psychological Disorders Threatens Resilience*. Poster session presented at the Southwestern Psychological Association Conference (SWPA), Wichita, KS.

Mentoring Experience

Southeastern Oklahoma State University, Oklahoma Network for the Teaching of Psychology (ONTOP; 2019).

I chaired the two-person committee to plan and host the 2019 ONTOP conference. The ONTOP conference was attended by faculty members and graduate students from colleges and universities across the state of Oklahoma and is a forum for collegial mentoring to improve the teaching of psychology in the state of Oklahoma. The theme of the 2019 conference is “Creating major programs that align with the guidelines of the American Psychological Association.”

Cameron University, Oklahoma Network for the Teaching of Psychology (ONTOP; 2017).

I chaired the two person committee that planned and hosted the 2017 ONTOP conference. The ONTOP conference was attended by 44 faculty members and graduate students from colleges and universities across the state of Oklahoma and is a forum for collegial mentoring to improve the teaching of psychology in the state of Oklahoma. The theme of the 2017 conference was “Teaching in the time of tweets.”

Southeastern Oklahoma State University (2018-2020) and Cameron University (2014-2018), Science of Protective Factors (SPF) Lab

I led the SPF Lab including six undergraduate researchers, four graduate researchers, and two post-graduate interns in developing, conducting, and disseminating research regarding protective factors of resilience. As a lab, my student researchers published seven articles and have presented 12 posters and two research talks across three state and regional conferences to include Oklahoma Research Day, Oklahoma Psychological Society, and Southwestern Psychological Association.

Southeastern Oklahoma State University (2018-2020) and Cameron University (2015-2018)

I served as the faculty advisor for the Cameron University chapter of Psi-Chi, the national honors society for psychology. Every year in which I have been the advisor, the chapter has been recognized in the Psi-Chi national spot light as a Rising Star Chapter for achieving 5-Star status and exceeding expectations for chapter, university, and community involvement.

Oklahoma State University, Preparing Future Faculty Program, (2013-2018)

During graduate studies at Oklahoma State University (OSU), I was a Preparing Future Faculty (PFF) Fellow. This required a one year mentorship of undergraduate students at a partner institution. After developing a seminar/workshop regarding employment and advance degree options for those with bachelorette degrees in Psychology, I assisted an underclassman in the Preparing Future Faculty Program in taking over administration of the seminar/workshop. As a Faculty member, I partnered with OSU and mentored graduate PFF fellows in completing their own mentoring projects with students at Cameron University.

Professional Service

Co-Director of the Oklahoma Network for the Teaching of Psychology conference, Southeastern Oklahoma State University (Sept, 2019).

Faculty Senator, Southeastern Oklahoma State University (2019-2020)

Panelist for the Potts Family Foundation in cooperation with the Salvation Army and Cameron University in presenting, Resilience: The biology of stress and the science of hope (Oct. 2018)

Faculty Representative University of Oklahoma IRB (2017-2018)

Internal Assessment Committee Reviewer (2017-2019)

Faculty Senator, Cameron University (2017-2018).

Co-Director of the Oklahoma Network for the Teaching of Psychology conference, Cameron University (Sept., 2017).

Faculty Senate Secretary, Cameron University (2016-2017).

University Rules Committee, Cameron University (2016-2018).

University Research Committee, Cameron University (2016-2018).

Departmental Assessment Committee Chair, Cameron University (2016-2018).

Scholarship Committee Chair, Cameron University (2015-2018).

Southern Plains Tribal Health Board in conjunction with IAMNDN, I am Native Drug-free Nations, program, Assessment Consultant. (2015-2020).

Wichita Mountains Board of Directors, Executive Board Member (2015-2017).

Special Skills

<ul style="list-style-type: none"> • CITI Human Subjects Curriculum 	<ul style="list-style-type: none"> • Statistic Software Training for OOM, SpSS, AMOS, SAS, STATA, R, and PASW
<ul style="list-style-type: none"> • Black Board and Brightspace by Desire to Learn (D2L) 	<ul style="list-style-type: none"> • Microsoft ME, 7, 8, and 10, Including: Outlook, Excel, and Word with expert level skill in MS PowerPoint
<ul style="list-style-type: none"> • Quality Matters Certified Online Instructor 	<ul style="list-style-type: none"> • Survey software to include Qualtrics, Google Forms, Survey Gizmo, and Survey Monkey
<ul style="list-style-type: none"> • Website design and maintenance using web-design software to include WordPress and EVOKE 	<ul style="list-style-type: none"> • Distance learning audio-video software to include Mediasite, Zoom, YouTube, MS Teams, and Facetime

Professional Memberships

Society for Research on Child Development
Society for Research on Human Development
American Psychological Association
Southwestern Psychological Association
Southwest Teachers of Psychology

Oklahoma Women of Higher Education
Oklahoma Psychological Society
Oklahoma Network for the Teaching of
Psychology

Tammy J Crow

School Counseling Instructor
 Southeastern Oklahoma State University
 253 Barn Swallow Road, Idabel, Oklahoma 74745
 580-212-0140
teltami@gmail.com

EDUCATION

2009	Certification School Psychometry	East Central University
1991	M.Ed. Education School Counseling	Southeastern Oklahoma State University
1988	B.A. Education Library Media	Northeastern Oklahoma State University
1985	A.A. Education	Eastern Oklahoma State College

ACADEMIC AND RELATED NON-ACADEMIC EXPERIENCE

2022-present	School Counseling Program Coordinator, <i>Southeastern Oklahoma State University</i>
2020-2021	School Counselor Instructor, <i>Southeastern Oklahoma State University</i>
2019-2020	School Counseling and Psychology Instructor, <i>Southeastern Oklahoma State University</i>
2016-2019	Psychology Instructor, <i>Southeastern Oklahoma State University</i> (Adjunct)
2017-present	Academic Coach, <i>Instructional Connections</i>
2013-2016	Psychology Instructor, <i>Southeastern Oklahoma State University</i> (Retired)
2010-2013	Idabel Site Coordinator/Academic Advisor, <i>Eastern Oklahoma State College</i>
2006-2015	Adjunct Instructor Psychology/Sociology, <i>Eastern Oklahoma State College</i>
2005-2013	Adjunct Instructor Education and Psychology Departments, <i>Southeastern Oklahoma State University</i>
2005-2006	Adjunct Instructor Computer Science Department, <i>Carl Albert Junior College</i>
2008-2009	Psychometrist Intern, <i>Idabel Public Schools</i>
2004-2010	Library Media Specialist, <i>Idabel Public Schools</i>
2003-2004	Technology Trainer/Library Media Specialist, <i>Sulphur Public Schools</i>
2001-2015	Adjunct Instructor Computer Information Systems and Business Departments, <i>Murray State College</i>

- 2001-2003 District Technology Administrator/Library Media Specialist, *Davis Public Schools*
- 1999-2001 Adjunct Instructor, Computer Science Department, *Carl Albert Junior College*
- 1998-2004 Master Trainer, Teacher Technology Training, HB1815 for Higher and Common Educational Systems, Southeastern Oklahoma Quadrant, *Pontotoc Career Tech (Fiscal Agent)*
- 1997-2007 Contract Teacher Technology Trainer, *Oklahoma State Department of Education*
- 1992-1999 Contract Service Worker, Juvenile Services of Oklahoma, *McCurtain County*
- 1987-2001 Counselor/Library Media Specialist/Federal Programs and Grants Coordinator, *Holly Creek School District*

PROFESSIONAL INTERESTS

Programs Offered to the Public and Presentations for Local Schools and Organizations

- February 28, 2017 Presenter “*Education Careers and preparation*” 8th grade McCurtain County Career Discovery Day
- March 2014 “*Today’s Student and Technology Changes in Education*” A presentation for Idabel Rotary Club
- February 4, 2014 Presenter, “*Development in the Play Years*” A presentation for Little Dixie Headstart Parent group
- February 12, 2013 Presenter, “*Your Just Right Child: Milestones of the Preschool Child*”. A presentation for parents of preschool children as a part of a workshop sponsored by Little Dixie Headstart.
- Sept 18-19, 2012 “*Writing Measureable Objectives*” Presented to Eastern Oklahoma State College Faculty as part of their Assessment Academy Workshops.
- February 14, 2012 “*Development in Young Children*” A presentation for parents of preschool students as part of a workshop sponsored by Little Dixie Headstart.
- November 30, 2009 “*Teaching with SmartBoard Technology*” presented to Idabel Public School Faculty

SELECTED COMMITTEES AND SPECIAL ASSIGNMENTS

College Committee Memberships and Service

- 2022-Present GCCC Committee Southeastern Oklahoma State Univeristy
- 2021-Present Crisis Team Southeastern Oklahoma State University School Counseling Dept.
- 2020-Present School Counseling Committee Southeastern Oklahoma State University
- 2013-Present Quality Matters External Peer Reviewer for Online Courses (National Committee)

- 2017-2020 Zoom trainer McCurtain Campus
- 2014-2018 Quality Matters Face-to-Face Facilitator
- 2015-2016 Distance Education Council Committee Southeastern Oklahoma State University
- 2013-2016 McCurtain County Campus Scholarship Committee
- 2012-2013 Steering Committee Member for Eastern Oklahoma State College 2017 North Central Review
- 2011-2013 Scholarship Committee Eastern Oklahoma State College
- 2010-2013 Academic Leadership Team Committee Member Eastern Oklahoma State College

Ad Hoc Committee Memberships

- 2021-2022 Chairperson, Search Committee for School Counseling Faculty, Southeastern
- 2019 Member, Search Committee for School Counseling Faculty, Southeastern
- 2018 AP Committee McCurtain Campus
- 2015-2017 Member DEC subcommittee on IETV, Southeastern
- 2015-2016 Member DEC subcommittee on Faculty Training, Southeastern
- 2013-2014 Member, Regent's Subcommittee on Online Learning -Steering Committee Member for Oklahoma Quality Summit-*State Conference for Quality in Online Learning*
- 2013 2014 Member, Search Committee for Criminal Justice Instructor, Southeastern McCurtain County Campus
- 2013 Member, Search Committee for Admissions Vacancy, Southeastern McCurtain County Campus
- 2013 Member, Search Committee for Assistant Registrar, Eastern Oklahoma State College
- 2012 Member, Search Committee for Vice President of Student Affairs, Eastern Oklahoma State College
- 2011 Member, Search Committee for Criminal Justice Instructor, Southeastern Oklahoma State University
- 2004 Member, Curriculum Alignment Committee, Murray State College
- 1992 Member, North Central Visiting Accreditation Team (Public School)

PROFESSIONAL ACTIVITIES

Test Bank Author for Wiley and Sons –Child and Adolescent Psychology

Test Bank Reviewer for Wiley and Sons—Child and Adolescent Psychology Textbook and Introduction to Psychology Textbook

Manuscript Review for Wiley and Sons-- Child and Adolescent Psychology Textbook

TEACHING EXPERIENCE

Courses Developed

Online Course Development-Date Developed

Human Growth and Development 2020, *Southeastern Oklahoma State University*

Crisis and Development 2020, *Southeastern Oklahoma State University*

Orientation and Ethical Practice 2017, *Southeastern Oklahoma State University*

Psychology of Personality 2014 (revised 2018), *Southeastern Oklahoma State University*

History and Systems of Psychology 2014, *Southeastern Oklahoma State University*

Child and Adolescent Development course shell for use by adjunct instructors 2014 (revised for 7 week format 2018) *Southeastern Oklahoma State University*

Introduction to Research and Writing in Psychology, 2013, *Southeastern Oklahoma State University*

Introduction to the Human Lifespan, 2013, *Southeastern Oklahoma State University*

Crime and Delinquency, 2013, *Eastern Oklahoma State College*

Marriage and Family, 2013, *Eastern Oklahoma State College*

Social Problems, 2012, *Eastern Oklahoma State College*

Introduction to Sociology, 2011, *Eastern Oklahoma State College*

Introduction to Psychology 2009, *Eastern Oklahoma State College*

Technology Integration for Educators, 2007, *Southeastern Oklahoma State University*

Human Sexuality Seminar 2008, *Eastern Oklahoma State College*

Abnormal Psychology Seminar 2008, *Eastern Oklahoma State College*

Spreadsheet Applications 2004, *Murray State College*

Specialized Word 2004, *Murray State College*

Advanced Computer Applications 2004, *Murray State College*

Hybrid or Blended Course Development-Date Developed

Health Psychology, 2019, *Southeastern Oklahoma State University*

Psychology of Personality 2017, *Southeastern Oklahoma State University*
 Introduction to Human Development 2011, *Southeastern Oklahoma State University*
 Orientation 2011, *Eastern Oklahoma State College*
 Grief and Mourning Seminar 2009, *Eastern Oklahoma State College*

Courses Taught

Practicum for School Counselors-- *Southeastern Oklahoma State University*
 Crisis and Disaster -- *Southeastern Oklahoma State University*
 Human Development for Counselors -- *Southeastern Oklahoma State University*
 Research for Counselors-- *Southeastern Oklahoma State University*
 Research Methods---*Southeastern Oklahoma State University*
 Orientation to School Counseling-- *Southeastern Oklahoma State University* -
 Positive Psychology – *Southeastern Oklahoma State University*
 Psychology of Personality -- *Southeastern Oklahoma State University*
 History and Systems -- *Southeastern Oklahoma State University*
 Psychological Testing -- *Southeastern Oklahoma State University*
 Child and Adolescent Development -- *Southeastern Oklahoma State University*
 Introduction to Research and Writing in Psychology -*Southeastern Oklahoma State University*
 Technology Integration for the Classroom, *Southeastern Oklahoma State University*
 Crime and Delinquency-Online-*Eastern Oklahoma State College*
 Marriage and Family-Online-*Eastern Oklahoma State College*
 Social Problems-Online-*Eastern Oklahoma State College*
 Introduction to Sociology-Online-*Eastern Oklahoma State College*
 Introduction to Psychology-Online, IETV, Traditional-*Eastern Oklahoma State College*
 Various Psychology Seminars- Online, Traditional, Hybrid-*Eastern Oklahoma State College*
 Psychology of Adjustment-Traditional-*Southeastern Oklahoma State University* and *Eastern Oklahoma State College*
 Introduction to Human Development-Traditional, Hybrid-*Southeastern Oklahoma State University*
 Developmental Psychology-Traditional, *Eastern Oklahoma State College*

Child Psychology- Traditional-*Eastern Oklahoma State College*
 Spreadsheet Applications-Online, Traditional-*Murray State College*
 Specialized Word-Online, Traditional-*Murray State College*
 Introduction to Business-Traditional-*Murray State College*
 Advanced Computer Applications-Online, Traditional-*Murray State College*
 Computer Applications-Traditional-*Murray State College*
 Webpage Design-Traditional-*Carl Albert Junior College and Murray State College*
 Microcomputer Applications- Traditional -*Carl Albert Junior College*
 Introduction to Spreadsheets- Traditional -*Carl Albert Junior College*
 Microsoft Word- Traditional -*Carl Albert Junior College*
 PowerPoint- Traditional -*Carl Albert Junior College*
 Desktop Publishing- Traditional -*Carl Albert Junior College*
 Introduction to Windows Seminar- Traditional –*Carl Albert Junior College*
 Keyboarding- Traditional-*Murray State College and Carl Albert Junior College*
 Orientation-Traditional, Hybrid-*Eastern Oklahoma State College*

Courses Coached for Southeastern Oklahoma State University as IC Coach

Developmental School Counseling
 Child and Adolescent Development
 Orientation to School Counseling
 Research in Counseling
 Career Counseling and Development
 Assessment in Counseling
 Human Growth and Development for Counseling
 School Counseling Pre-Practicum
 Crisis and Disaster Counseling
 Group Counseling

PUBLICATIONS

Child and Adolescent Test bank co-author and editor. Wiley Publication.

Gushers and Dusters Book Reviewer. Oklahoma State Department of Education Publication. (2004-2006)

“HB1815 Technology Training Curriculum” for Southeast Quadrant. Co-Author (1999-2001)

OTHER PROFESSIONAL ACTIVITIES

Quality Matters Peer Reviewer

Participated in 32 Course Reviews from 2014-2021

Book Reviewer

Psychology of Personality 2nd edition. Twenge and Campbell

Invited Non-Published Presentations or Performances

Quality Matters “Applying the Quality Matters Rubric” Presentation Southeastern Oklahoma State University September 2015

Quality Matters “Applying the Quality Matters Rubric” Presentation Murray State College August 2015

National Thinkfinity/MarcoPolo Trainer 1999-2007

“Technology Tips for Educators” Annual Encyclomedia Conference for Counselors and Librarians September 1999

PROFESSIONAL DEVELOPMENT AND TRAININGS

Grief and Loss Specialist ASCA 2020

Round Table: Peer Interaction in Online Courses CIDT July 15, 2020

Telehealth for Mental Health Professionals 4/19/2020

Zoom training through AP 4/2020

New Faculty Training 8/14/2019

CRAZE Training 8/2019

Blackboard Gradebook 2019

Respondus Monitor: A six-month recap of new features 4/9/19

Accessibility vs Accommodation 2019

Quality Matter Rubric Updates 6th Edition 9/2018

Student Panel on Accessibility 2019

PROFESSIONAL Badges

Quality Matters Peer Reviewer Badge

CIDT Course Personalization Badge

CIDT Accessibility Badge

PROFESSIONAL MEMBERSHIPS

American School Counseling Association

Oklahoma School Counseling Association

Delta Kappa Gamma

PROFESSIONAL REFERENCES

Kendra Gross, Campus Director, Southeastern McCurtain County Campus – (580) 376-5206

2805 NE Lincoln Road, Idabel Oklahoma, 74745 kgross@se.edu

Dr. Ed Mauzey, Chair/Professor Counseling and Behavioral Sciences (Retired), Southeastern Oklahoma State University - (580) 745-2626, 1405 N. 4th, PMB, Durant, Oklahoma 74578
emauzey@se.edu

Karen Harrison, Academic VP (Retired), Eastern Oklahoma State College- (918) 465-1829, 1301 West Main, Wilburton, OK 74578

Joseph M. Simons-Rudolph, Ph.D.

Phone: (580) 745-2012**Email:** jsimons-rudolph@se.edu**PROFESSIONAL APPOINTMENTS**

Instructor Department of Behavioral Sciences Psychology Program Southeastern Oklahoma State University, Durant, OK	8/2021-Present
Teaching Assistant Professor Department of Psychology North Carolina State University, Raleigh, NC	8/2011-12/2021
Assistant Professor & Graduate Program Director Dept. of Sociology, Anthropology, Psychology & Egyptology American University in Cairo, Egypt	8/2008-6/2011
Lecturer Department of Political Science North Carolina State University, Raleigh, NC	1/2006-6/2008
Administrative Faculty Center for the Advancement of Public Health George Mason University, Fairfax, VA	10/2003-3/2005
Research Analyst Division of Behavioral Health Westat, Rockville MD	7/2001-12/2003
Graduate Research Assistant Department of Psychology NSF Industry University Collaborative Research Center Evaluation Program North Carolina State University, Raleigh, NC	8/1998-5/2001
Assistant Project Manager PTSD Group Therapy Clinical Trial National Center for Post-Traumatic Stress Disorder Department of Veterans Affairs, , White River Junction, VT	8/1996-6/1998
Emergency Services Supervisor American Red Cross Disaster Services Anchorage Alaska	5/1995-6/1996

EDUCATION

Ph.D. in Psychology in the Public Interest North Carolina State University, Raleigh, NC Dissertation: The Impact of Institutional Investment in Alcohol Prevention on Drinking & Drinking Related Consequences Among Fraternity Members	2006
M.A. in Security Studies-Homeland Security and Defense Naval Post Graduate School, Monterey, CA Thesis: An Examination of Academic Education for Homeland Security	2020
M.S. in Mental Health Administration (Psychology and Public Admin.) University of Alaska Anchorage, Anchorage, AK Thesis: Compassion Fatigue, Mental Health Care Providers, and Mental Health Care Policy	1996
B.A. in Psychology	1994
B.A. in Philosophy, concentration Political Philosophy State University of New York Oswego, NY	1992

GRANT FUNDING

NCSU, Open Textbook Adoption Grant (\$3,000)	2021
NCSU DELTA Online Course Improvement Program (\$4,000)	2020-2021
A CALL TO MEN, Training Institute Program Evaluation (\$10,000)	2017
NCSU College of Humanities and Social Sciences Undergraduate Research Award (\$4,500)	2017
NCSU, IDS Deans Office (\$3,000) Course Development Grant: Men & Masculinity (WGS 220)	2016
NCSU, Enrollment Management and Services (\$11,190)	2012
Course Redesign Grant: Applied Psychology (PSY 312)	2012
American University in Cairo (\$5,000) Faculty Support Research Grant: Reconceptualizing Secondary Traumatic Stress	2009-2010
American University in Cairo (\$1,500) Faculty Support Travel Grant: European Congress of Community Psychology	2009
American University in Cairo (\$1,500) Faculty Support Travel Grant: Biennial Conference of Society for Community Research and Action	2009
NCSU, DELTA (\$8,000) IDEA Course Development Grant: Vulnerable Populations and Public Policy	2008

ACADEMIC HONORS AND AWARDS

Certificate in Reflective Teaching, North Carolina State University	2015
Psi Chi National Honor Society, North Carolina State University	1999
NSF Research Ethics Fellow, North Carolina State University	1999
NCSU John Oliver Cook Fellowship, Recipient	1999

PROFESSIONAL CERTIFICATION

Quality Matters: Peer Reviewer	2021
Quality Matters: Teaching Online Certificate	2016

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS REVIEW ACTIVITIES

American Psychological Association
 Div 2—Society for the Teaching of Psychology

CONTRIBUTIONS TO PROFESSIONAL SOCIETIES

APA Division 51-Society for Study of Men and Masculinity	
Member, Task Force on Divisions Theoretical Positions	2012-2013
APA Division 29-Society for Community Research and Action	
International Regional Representative-Middle East	2011-2012
Member, Social Policy Committee	1999-2003
Co-Chair SE Regional Eco Community Conference	2000
International Society for Traumatic Stress Studies	
Member, Public Education Committee	1998-2002
Chair, Policy and Prevention Interest Group	1999-2001
Program Committee	2001
Board of Directors, Student Representative	1999-2000
Member, Ethics Task Force	1994-1996
University of Alaska	
Student Representative, General Council Search Committee	1995

PEER REVIEW ACTIVITIES

JOURNAL

Co-Editor Gender Issues	2013-Present
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RESEARCH GRANT PANELS

Reviewer, Department of Education Office of Safe and Drug Free Schools Alcohol Abuse Reduction Grants (CFDA No. 84.184A)	2008
Reviewer, Department of Education Office of Safe and Drug Free Schools Grants to Reduce Alcohol Abuse Availability (CFDA No. 84.184L).	2008

Reviewer, Department of Education Office of Safe and Drug Free Schools
Alcohol Abuse Reduction Grants (CFDA No. 84.184A). 2007

Reviewer, Substance Abuse & Mental Health Services Administration,
National Child Traumatic Stress Initiative 2001

PUBLICATIONS AND PRESENTATIONS

PUBLISHED REFEREED PAPERS

- Cacase, S., **Simons-Rudolph, J.**, Dubljević, (2022). Morality, Risk-Taking and Psychopathic Tendencies: An Empirical Study. *Frontiers in Psychology*.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.834734>
- *Katon, A., Brugh, C., Desmarais, S., **Simons-Rudolph, J.**, Zottola, S. (2020). A Qualitative Analysis of Drivers among Military-Affiliated and Civilian Lone Actor Terrorists Inspired by Jihadism. *Studies in Conflict & Terrorism*. <https://doi.org/10.1080/1057610X.2020.1799520>
- *Brugh, C., Desmarais, S. L., **Simons-Rudolph, J.**, (2020). Application of the TRAP-18 Framework to U.S. and Western European Lone Actor Terrorists. *Studies in Conflict & Terrorism*.
<https://doi.org/10.1080/1057610X.2020.1758372>
- *Brugh, C., Desmarais, S. L., **Simons-Rudolph, J.**, *Zottola, S. (2018). Gender in the Jihad: Characteristics and outcomes among women and men involved in jihadism inspired terrorism. *Journal of Threat Assessment and Management*. <http://dx.doi.org/10.1037/tam0000123>
- Desmarais, S. L., **Simons-Rudolph, J.**, *Brugh, C., *Schilling, E., & Hoggan, C. (2017). The state of scientific knowledge regarding factors associated with terrorism. *Journal of Threat Assessment and Management*, 4, 180-209. <http://doi.org/10.1037/tam0000090>
- *Morgan, J. K., Desmarais, S. L., Mitchell, R. E., & **Simons-Rudolph, J.** (2017). Posttraumatic stress, posttraumatic growth, and satisfaction with life in military Veterans. *Military Psychology*, 29, 434-447. <http://doi.org/10.1037/mil0000182>
- *Jalal, B., **Simons-Rudolph, J.**, Jalal, B., Hinton, D. (2014). Explanations of Sleep Paralysis among Egyptian college students and general population in Egypt and Denmark. *Journal of Transcultural Psychiatry*, 51 (2).
- *Hadara, N., *Jalal, B., *Anderson, G., Amer, M., **Simons-Rudolph, J.** (2013). Profile and predictors of voluntary civic engagement at a private university in Egypt. *Global Journal of Community Psychology Practice*, 4 (1), 1-11. Retrieved from <http://www.gjcpp.org>.
- *Jalal, B., Hinton, D., **Simons-Rudolph, J.** (2012). Does heightened depression, dissociation, absorption and PTSD predispose one to having episodes of sleep paralysis: Findings from the general population of Egypt. *International Journal of Psychology*, 47 (S1), 57.
- Gray, D.O., Lindblad, M., & **Rudolph, J.M.** (2001) Industry-University research centers: A multivariate analysis of member retention. *Journal of Technology Transfer*, 247-254.
- Stamm, B.H. & **Rudolph, J.M.** (1998). Changing frontiers of health care: Improving rural & remote practice through professional conferencing on the internet [9 paragraphs]. *Journal of Rural Community Psychology*, [On-line serial] E2 (1).
<http://www.marshall.edu/jrcp/VolE21/e21stamm.html>.

PROCEEDINGS

Desmarais, S.L., **Simons-Rudolph, J.***Brugh, C.S, *Schilling, E., & Hogan, C. (2017). The state of scientific knowledge regarding factors associated with terrorism. *Homeland Security Affairs*. Volume XIII. Retrieved from: <https://www.hsaj.org/articles/14138>.

BOOK CHAPTERS

Simons-Rudolph, J. (2017). The Scientific Enterprise, in Freberg et al Research Methods in Psychological Science. Toronto, Ontario, TopHat.

Simons-Rudolph, J. (2017). Quantitative Descriptive Research, in Freberg et al Research Methods in Psychological Science. Toronto, Ontario, TopHat.

Simons-Rudolph, J. (2007). Research Methods for Public Administrators Instructors Manual and Test Bank (5TH ED.) A.B. Longman.

Rudolph, J. & Stamm, B. H. (1999). Maximizing Human Capital: Moderating Secondary Traumatic Stress Through Administrative Policy Action. In B. H. Stamm (Ed.) Secondary Traumatic Stress: Self Care Issues for Clinicians, Researchers, & Educators (2nd ed.). Lutherville, MD: Sidran Press, 277-290.

RESEARCH REPORTS

RTI International (2005). Knowledge, attitudes, and beliefs of military health care providers regarding reporting adverse events following immunizations. Research Triangle Park, NC, RTI International

Loomis, K. M., Ashley, O. S., Heller, D., Penne, M. A., Aspden, C., **Simons-Rudolph, J.**, Bauman, K., and Blitstein, J. (2005). Parent corps evaluation: Baseline sample profile report. Research Triangle Park, NC: RTI International.

Simons-Rudolph, J., Moran, G. (2003). Design options for a new survey of the homeless population. Rockville, MD: Department of Health and Human Services, Department of Housing and Urban Development

Brick, P., **Simons-Rudolph, J.**, Moran, G. (2002). National survey of homeless service providers and clients: A critique & literature review. Rockville, MD: Department of Health and Human Services, Department of Housing and Urban Development

Moran, G., Wright, M. **Simons-Rudolph, J.** (2001). Secondary analysis of national survey of homeless service providers and clients. Rockville, MD: Department of Health and Human Services.

Gray, D.O. and **Rudolph, J.M.**, (2000). National Science Foundation Industry-University cooperative research center program: 1999-2000 Structural Information. Raleigh, NC: National Science Foundation.

Gray, D.O. and **Rudolph, J.M.**, (1999). National Science Foundation Industry-University cooperative research center program: 1998-1999 Structural Information. Raleigh, NC: North Carolina State University.

Gray, D.O., Tarant, S., and **Rudolph, J.M.**, (1998). National Science Foundation Industry-University cooperative research center program: 1997-1998 Structural Information. Raleigh, NC: North Carolina State University.

OTHER PUBLICATIONS

- Desmarais, S. L., **Simons-Rudolph, J.**, *Brugh, C., *Schilling, E., & Hoggan, C. (2017, October). Executive summary: The state of science regarding membership in terrorist organizations and perpetration of terrorist attacks. *Homeland Security Affairs*, 8. <https://www.hsaj.org/articles/14138>
- Simons-Rudolph, J.** (2007). Philosophy and power in political science research analyses of social issues and public policy (Book Review), Vol. 7, No. 1, pp. 1--2.
- Stamm, B.H., Agnew, M.E.N., & **Rudolph, J.M.** (1996). Psychometric review of the structural assessment of telemedical systems. In Stamm (Ed.), Measurement of Stress, Trauma and Adaptation. Lutherville, MD: Sidran Press.
- Stamm, B.H., Bieber, S.L., Varra, E.M & **Rudolph, J.M.** (1996). Psychometric review of stressful experiences content analysis coding scheme. In B.H. Stamm (Ed.), Measurement of Stress, Trauma and Adaptation. Lutherville, MD: Sidran Press.
- Stamm, B.H., Bieber, S.L., & **Rudolph, J.M.** (1996). Psychometric review of IES research scales: Cognitive and affective. In B.H. Stamm (Ed.), Measurement of Stress, Trauma and Adaptation. Lutherville, MD: Sidran Press.
- Stamm, B.H., **Rudolph, J.M.**, Dewane, S., Gaines, N., Gorton, K. Paul, G., McNeil, F. Bowen, G. Ercolano, M. (1996). Psychometric review of stressful life experiences screening. In B.H. Stamm (Ed.), Measurement of Stress, Trauma & Adaptation. Lutherville, MD: Sidran Press.

PEER REVIEWED PRESENTATIONS & POSTERS

- Simons-Rudolph, J.** (2020, October) The State of Graduate Level Education in Homeland Security. Presentation at the 13th Annual Homeland Defense/Security Education Summit. The Center for Homeland Defense and Security University Agency Partnership Program, Virtual Conference.
- *Guinn, H. & **Simons-Rudolph, J.** (2020, November) Free Association: Psychology's Approach to the Undergraduate Major. Poster presented at the State of North Carolina Undergraduate Research & Creativity Symposium, Virtual Conference.
- *Desmarais, S. L., *Brugh, C. S., Zottola, S. A., & **Simons-Rudolph, J.** (2019) Principles and Practice of Applying Evidence to Improve Assessments of Risk for Terrorism. Presentation at the Army Insider Threat Research Forum.
- *Brugh, C. S., *Zottola, S. A., Desmarais, S. L., & **Simons-Rudolph, J.** (2019, August) Evaluating the TRAP-18 Framework for Lone Actor Terrorists: Comparing U.S. to European Lone Actors. Presentation at the American Psychological Association (APA) Convention, Chicago, IL.
- *Brugh, C. S., Desmarais, S. L., *Zottola, S. A., *Katon, A., *Rostmeyer, K., & **Simons-Rudolph, J.** (2019, March). Application of the TRAP-18 Framework for the Identification of Lone Actor Terrorists. Symposium presentation at the American Psychology-Law Society Conference (AP-LS), Portland, OR.
- Desmarais, S.L. & **Simons-Rudolph, J.** (2018, July). Using research to improve identification of terrorists: Where we are and where we need to go. National Homeland Security Conference, New York, NY.

- Desmarais, S.L. & **Simons-Rudolph, J. M.** (2018, June). Research Evidence Supporting the Identification of Homegrown Violent Extremists. Homegrown Violence Extremism Counter Terrorism Practitioners Conference (HVE-CT), Mclean, VA.
- *Brugh, C. S., Desmarais, S. L., *Zottola, S., & **Simons-Rudolph, J. M.** (2018, March). Gender in the Jihad: Characteristics of male and female terrorists. Presentation at the American Psychology-Law Society annual meeting, Memphis, TN.
- Simons-Rudolph, J. M.**, *Brugh, C. S., *Thomas, F., Hoyt, C., *Carlin, M. (2018, March). *Person mindsets: Fixed mindsets predict harsher immigration and anti-terrorism policy support*. Poster presented at Society for Personality and Social Psychology Annual Convention, Atlanta, GA.
- Simons-Rudolph, J. M.**, *Allen, A., *Nance, A. L., *Edwards S. S., *Messina, B. (2018, March). *Scaffolding curriculum: Inspiring students through structure*. Poster presented at NCSU Teaching and Learning **Symposium**. Raleigh, NC.
- *Brugh, C. S., **Simons-Rudolph, J.**, & Pennell, J. (2017, June). *Evaluating engagement in strong fathers: A mixed-methods approach*. Poster presented at the 16th Biennial Conference of the Society for Community Research and Action (Division 27, APA) in partnership with the Global Alliance for Behavioral Health and Social Justice, Ottawa, Canada.
- *Brugh, C. S., **Simons-Rudolph, J. M.**, Desmarais, S. L., *Morgan, J. K., *Schilling, E., *Mills, S., & *Edwards, S. (2017, May). *Individual and group-level factors associated with radicalization and terrorism*. Poster presented at the Association for Psychological Science convention, Boston, MA.
- *Edwards, S., *Brugh, C. S., & **Simons-Rudolph, J.** (2017, April). *Performance of masculinity: Comparison of men's and women's expectations about conformity to masculine norms*. Poster accepted for presentation at the North Carolina State University Spring Undergraduate Research Symposium, Raleigh, NC. *Mentoring undergraduate student.
- Desmarais, S. L., **Simons-Rudolph, J.**, *Brugh, C., & *Schilling, E. (2017, March). *The state of scientific knowledge regarding factors associated with terrorism*. Paper presented at the 10th Anniversary Homeland Defense/Security Education Summit, Arlington, VA.
- *Brugh, C. S., Rade, C. B., & **Simons-Rudolph, J.** (2017, March). *Level of contact, social distance, and attitudes toward prisoners: Investigating the effects of race and prison-based programming*. Poster presented at the American Psychology-Law Conference, Seattle, WA.
- Mayer, R.C., Mayhorn, C.B., **Simons-Rudolph, J.**, Streck, S.M., *Pearson, C.J., *Welk, A.K., Boettcher, W.A. (February, 2017). *Who's leading the convoy: Time pressure, uncertainty, and trust in data in student and military samples*. Paper Presentation at the Annual Meeting of the International Studies Association, Baltimore, MD.
- Simons-Rudolph, J.**, Desmarais, S., *Brugh, C., *Schilling, E., *Morgan, J., *Mills, S. (2016, December). *Examining terrorist membership in the context of developmental vulnerability and misconstrued masculinity*. Paper presented at the 2nd Annual Political Masculinities Conference, Cambridge, United Kingdom.
- Simons-Rudolph, J.**, Desmarais, S., *Morgan, J. K., *Mills, S., *Whitehurst, C., & *Brugh, C. (2016, August). *Understanding membership in terrorist groups: A systematic review*. Poster presented at the American Psychological Association Annual Convention, Denver, CO.
- *Pearson, C., *Welk, A., Boettcher, W., Mayer, R., Streck, S., **Simons-Rudolph, J.**, Mayhorn, C. (April, 2016). *Differences in trust between human and automated decision aids*. Paper presented at the 3rd Hot Topics In Service of Security (HoTSoS) Symposium and Bootcamp, Pittsburgh, PA.

- Simons-Rudolph, A.P., Culpepper, D., **Simons-Rudolph, J.**, McGresham, O. (March, 2015). *Feminist forward: what attracts undergraduates to gender activist work on campus – Developing and advocating for men's studies within the women's studies paradigm*. Panel Presentation at the 39th Southeastern Women's Studies Association Conference, Boca Raton, FL
- Simons-Rudolph, J.** (April 2013). *Intentional teaching*. Poster presented at the NCSU Teaching and Learning Symposium, Raleigh, NC.
- *Wilkins, J.L., *Knight, T., **Simons-Rudolph, J.** (October, 2012). *Conceptualizing men's health and masculinity: An empowerment model*. Poster presented at the Southeastern Ecological and Community Psychology Conference: Durham, NC.
- *Jalal, B., Jalal, B., **Simons-Rudolph, J.**, Hinton, D. E. (July, 2012). *Predictors of sleep paralysis hallucinations with a supernatural theme in a combined sample of Danish and Egyptian individuals*. Paper presented at the 30th International Congress of Psychology, Cape Town, South Africa.
- *Jalal, B., **Simons-Rudolph, J.**, Jalal, B. (July 2012). *Does heightened depression, dissociation, absorption, and PTSD predispose to having episodes of sleep paralysis? Findings from the general population of Egypt*. Paper presented at the 30th International Congress of Psychology: Cape Town, South Africa.
- Paavola, E., Amer, M., **Simons-Rudolph, J.**, Zimmerman, D., Hartig, J., Olson, B. (August, 2011). *Examining the future of international community psychology to address global needs*. Conversation Hour Symposium presented at the 119th American Psychological Association Convention: Washington, DC.
- *Jalal, B., **Simons-Rudolph, J.**, Jalal, B. (July 2011). *Causal explanations for sleep paralysis among Egyptians and Danes*. Paper presented at the International Association for Cross-Cultural Psychology: Istanbul, Turkey.
- *Jalal, B., **Simons-Rudolph, J.**, Jalal, B. (July, 2011). *Religiosity, education and SES as predictors of hypnagogic and hypnopomic hallucinations among rural and urban Egyptians*. Poster presented at the International Association for Cross-Cultural Psychology: Istanbul, Turkey.
- Amer, M., Charles, L., Henry, H., Justus, S., **Simons-Rudolph, J.**, Setlege, B. (August, 2010). *New directions for family practitioner training in the middle east*. Poster presented at American Psychological Association: San Diego, California.
- *Anderson, G., *Haddara, N., Amer, M., **Simons-Rudolph, J.** (August, 2010). *Who are the civic engagers? Psychological, academic, and community-level correlates*. Symposium at the 118th American Psychological Association Convention: San Diego, California.
- Charles, L., Henry, H., Amer, M., Justus, A., & **Simons-Rudolph, J.** (March, 2010). *"You will not poke fun at the man who is between the hands of God": Development of an international, cultural, and community family therapy training program in Cairo, Egypt*. Paper presented at the 19th world Congress of the International Family Therapy Association, Buenos Aires, Argentina.
- Simons-Rudolph, J.**, *Shahin, H., Amer, M. (October, 2009). *Teaching community psychology: Learning from our shared experiences*. Symposium presented at the 7th European Congress on Community Psychology: Paris, France.
- *El-Sayeh, S., *Shahin, H., **Simons-Rudolph, J.** (August, 2009). *Psychology of community based learning, New directions for research: Unique development of community based learning in economically developing nations*. Panel Presented at American Psychological Association: Toronto, Canada.
- Simons-Rudolph, J.**, Amer, M., Henry, H., Justus, Rifaat, *H., Shahin, H., *El-Sayeh, S., and *Padiotic, N. (June, 2009). *The promise of community psychology: Perspectives from Cairo*

Egypt. Panel presented at the 12th Biennial Conference of the Society for Community Research and Action. Montclair, New Jersey.

- Simons-Rudolph, J.** and Amer, M. (February, 2009) *Civic engagement in a changing campus environment: Commitment to civic engagement activities among AUC faculty, students, staff, and alumni*. Symposium presented at the AUC before Community Conference, Cairo, Egypt.
- Bali, M. and **Simons-Rudolph, J.** (February, 2009). *Community bonding at AUC's new campus: A review of neighborhood and community initiatives worldwide: What AUC can learn*. Symposium Presented at the AUC Before Community Conference, Cairo, Egypt.
- Ulsh Lee, H, Anderson, D.S., **Simons-Rudolph, J.**, Zelinko, A. (March 2005). *Examining the gender gap: Differences in patterns of smoking behaviors and attitudes among college students*. Symposium presented at the 28th Annual Conference of the Association for Women in Psychology, Tampa, FL.
- Douglas-Kelley, S. & **Rudolph, J.** (November, 2000). *Advocating for trauma: Linking clinical practice and evaluation to inform policy*. Workshop conducted at the 16th Annual Conference of the International Society for Traumatic Stress Studies, San Antonio, Texas.
- Gray, D.O., Lindblad, M., **Rudolph, J.** (July, 2000). *Predicting and enhancing industrial benefits from cooperative research: An evolving program of research*. Paper presented at the Triple Helix III, Rio de Janeiro, Brazil.
- Gray, D.O., **Rudolph, J.** and Lindblad, M. (June, 2000). *Predicting retention of cooperative research center sponsors: The role of organizational and other factors*. Paper presented at the Purdue University Workshop on Organizational Issues and Industry-University Cooperation, West Lafayette, IN.
- Rudolph, J. M.; Stamm, B. H.; Figley, C.; Pearlman, L. A.; Varra, E. M.; Gentry, E. J.; Baranowsky, A.; & Higson-Smith, C. (November, 1999). *Caring for caregivers: A review of theory, practice, and progress*. Pre-meeting Institute conducted at the 15th Annual Conference of International Society for Traumatic Stress Studies, Miami, FL.
- Rudolph, J.** & Bloom, S. (November, 1999). *PTSD and policy: How do we bridge the gap?* Workshop conducted at the 15th Annual Conference of the International Society for Traumatic Stress Studies, Miami, FL.
- Rudolph, J.** (October, 1999). *Understanding the policy context for community action*. Symposium presented at Southeastern Eco-Community Conference, Greenville, SC.
- Rudolph, J.** & Carr, J. L. (October, 1999). *Conceptualizing community: The fundamental context*. Symposium presented at the Southeastern Eco-Community Conference, Greenville, SC.
- Proescholdbell, R. J.; Turro, G.; Loomis, C.; **Rudolph, J.**; & Levin, G. (June, 1999). *Ethical issues in community psychology: A student-oriented workshop*. Workshop conducted at the 7th Society for Community Research & Action Biennial Conference, New Haven, CT.
- Stamm, B. H., **Rudolph, J.**, Smith, A. A., & Varra, E. M. (November, 1998). *Life status review: Monitoring biopsychosocial risk factors in traumatic stress*. Poster presented at the 14th Annual Conference of the International Society for Traumatic Stress Studies, Washington, DC.
- Rudolph, J.** (October, 1998). *Caring for providers, caring for community*. Symposium presented at the Southeastern Eco-Community Conference, Athens, GA.
- Stamm, B., Friedman, M., Schnurr, P., Hsieh, F., **Rudolph, J.**, & Millman, A. (April, 1998). *Using telemedicine tools for the administration of a multi-site clinical trial*. Poster presented at annual meeting of the American Telemedicine Association, Orlando, FL.

- Stamm, B.H. & **Rudolph, J.** (November 1997). *Institutional responses to secondary traumatic stress*, Invited Presentation for the Department of Veterans Affairs North East Program Evaluation Committee Training, White River Junction, VT.
- Rudolph, J.**, Stamm, B.H., & Stamm, H.E. (November, 1997). *Compassion fatigue: A concern for mental health policy, providers & administration*. Poster presented at the 13th Annual Conference of the International Society for Traumatic Stress Studies, Montreal, ON, CA.
- Stamm, B.H., **Rudolph, J.**, & Boeber, T. (November, 1997). *Prevention of secondary traumatic stress: Individual and institutional responses*. Symposium presented at the 13th Annual Conference of the International Society for Traumatic Stress Studies, Montreal, ON, CA.
- Stamm, B.H., **Rudolph, J.**, Sojkova, J., & Stamm, H.E. (November, 1997). *Remote clinical and administrative supervision in a PTSD clinical trial*. Poster presented at the 13th Annual Conference of the International Society for Traumatic Stress Studies, Montreal, ON, CA.
- Feiner, J.; Stamm, B. H.; **Rudolph, J.**, Boeber, T. Kappaz, G. (March, 1997). *Post traumatic stress & secondary post traumatic stress: Adolescent homicide: A clinical-administrative response in a residential treatment facility*. Symposium presented at the 75th Annual Conference of the Orthopsychiatry Association, Montreal, ON, CA.
- Stamm, B.H., **Rudolph, J.**, Dewane, S., Gaines, N., Gorton, K., McNeil, F., Paul, G. Bowen, G., Ercolano, M. (November 1996). *Stressful life experiences screening instrument short and long forms*. Poster at the 12th Annual Conference of the International Society for Traumatic Stress Studies, San Francisco, CA.
- Stamm, B.H., Sommers, J.F. Terry, M.J., Ettling, D., Clements, D.J., Shields, L., Chenail, R., **Rudolph, J.**, Williams, M.B. (November, 1996). *Beyond the numbers: Making meaning with qualitative research*. One-day Premeeting Institute at the 12th Annual Conference of the International Society for Traumatic Stress Studies, San Francisco, CA.
- Stamm, B.H., **Rudolph, J.**, Terry, M., Agnew, M.E.N. (November, 1995). *Innovations in global service delivery: supporting isolated caregivers w/ telemedicine*. Presented at the 11th Annual Conference of the International Society for Traumatic Stress Studies, Boston, MA.
- Rudolph, J.**, (October, 1995). *Disaster preparedness for teachers and child care providers*, Many Worlds of Children 1995 Annual Conference. Anchorage, AK.
- Rudolph, J.**, (October, 1995). *Disaster preparedness in schools*. The Many Worlds of Children 1995 Annual Conference. Anchorage, AK.
- Crawford, B. & **Rudolph, J.**, (November, 1995). *Rural Alaskan issues in disaster response*, Alaska Psychological Association Convention. Anchorage, AK.
- Stamm, B. H. & **Rudolph, J.**, (November, 1995). *Rural communities and the information superhighway*, Alaska Psychological Association. Anchorage, AK.

Donna Wolfe, M. Ed.

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EDUCATION

M. Ed., School Counseling

Southeastern Oklahoma State University
May 2019, with Honors (4.0)

B.S., Rehabilitation Science

The University of Texas Southwestern Medical Center at Dallas
May 1993, with Honors (4.0)

LICENSURE AND CERTIFICATIONS

- School Counselor (EC-12) Oklahoma 2019
- Crisis Prevention Institute - Nonviolent Crisis Intervention 2016-Present
- Special Education (K-12) 2015-Present
- Family & Consumer Sciences (6-12) 2015-Present
- English Language Arts & Reading (7-12) 2016-Present

HONORS AND AWARDS

- Nominated for Senate Faculty Award for Teaching Excellence (SOSU 2020-2021)
- Nominated to teach Honors Psychology Courses
- Nominated for membership into Chi Sigma Iota
- Offered Interim Special Education Department Head position for 2017-2018
- Nominated by BASE Students for Teacher of the Year - 2017
- Recognized for producing a Special Education Reference Guide for General Education Teachers and Administrators used at the campus and district levels
- Nominated by Faculty and Administration for Special Education Teacher of the Year – 2015, 2016
- CRM of the Month, WA State, Developmental Disabilities Administration, CIIBS Waiver – 2010
- My site, Monroe Middle School, Omaha, NE, was designated the Flagship Read Right Project, districtwide - 2008

Recognized for my work at the North Dakota Juvenile Correctional Facility Read Right Project (Train the Trainer project)

COURSE DESIGN

1/2022 Course: PSY 3523 Multicultural Psychology. Format: 16 Weeks. Capacity: 21.

Delivery Method: Synchronous.

PSY 3353 Psychology of Learning. Format: 7 Weeks. Capacity: 39. Delivery Method: Asynchronous.

3/2022 Course: PSY 2113 Psychology of Adjustment. Format: 7 Weeks. Capacity: 30.
Delivery Method: Asynchronous.

8/2021 Course: PSY 3523 Multicultural Psychology. Format: 16 Weeks. Capacity: 28.
Delivery Method: Synchronous.

Course: PSY 3123 Child and Adolescent Development for Education Majors. Format: 16 Weeks. Capacity: 26. Delivery Method: Synchronous.

Course: PSY 3123 Child and Adolescent Development for Education Majors.
Format: 7 Weeks. Capacity: 23. Delivery Method: Synchronous.

This course is a collaboration between the Psychology and Education Departments. My course design and rubrics were adopted as the standardized materials for the course.

1/2020 – Course: PSY 1113 Introduction to Psychology. Format : 16 Weeks. Capacity: 25.
Delivery Method: Hybrid.

TEACHING AND EDUCATION EXPERIENCE

1/21-Present Adjunct Instructor-Psychology Department-Southeastern Oklahoma State University

Online/Hybrid Courses: Multicultural Psychology, Psychology of Learning, Psychology of Adjustment

Technical Skills – Quality Matters Certified (2023). Experience using Blackboard, Sona-systems, Respondus and Zoom software, Google Suite

8/20–12/20 Full-time Psychology Instructor- Southeastern Oklahoma State University

Online Courses: Introduction to Research & Writing, Psychological Testing, Multicultural Psychology, Child & Adolescent Development

2/20-6/20 – School Counselor – Winfree Academy Charter Schools, Richardson Campus

On Campus Duties – College & Career Counseling, Testing Coordination, Responsive Services, Individual Planning & Counseling, Collaboration and Consultation, Academic Support, Schoolwide Guidance.

- **Virtual Duties** – Individual Planning via Google Meet & Google Hangout, College & Career Planning via Google Meet, Google Hangout, Academic Support via text, email, Google Meet & Hangout, Responsive Services via phone and Google Meet, Graduation Planning, Consultation with teachers and administrators, Collaboration with teachers, parents, and the Counseling Team. Provided Weekly Guidance Lessons via Edmentum and email, “The Encouragement Express.” Contacted Seniors weekly via Edmentum, email, and Google Hangouts.

1/20 Adjunct Instructor, Psychology Department Southeastern Oklahoma State University, Durant, OK

Technical Skills – Quality Matters Certified. Knowledgeable about Blackboard, Canvas, Sona-systems, Respondus Lockdown Browser and Monitor software, Zoom software, Google Suite

Introduction to Psychology Course – Sixteen-week hybrid course delivered face-to-face while incorporating the Learning Management System Blackboard.

5/19-6/21- Instructional Coach, Southeastern Oklahoma State University, Durant, OK

Support (Curriculum)- assist faculty in the online School Counseling M. Ed. Program at Southeastern Oklahoma State University, 7-Week, and 14-Week Courses

- Respond to content questions per faculty preference

- **Support (Academic)** - Provide assistance and resources for over 200 students with across 4 different courses addressing logistical and content needs
- **Advocacy/Referral** - identify struggling students, coordinate support efforts with faculty
- **Grading** - Discussion Boards using detailed rubrics and providing highly detailed feedback to students with a 48-hour turnaround time
- **Communication** – Serve as the first point of contact for students; email response within 24 hours; available to students by email, Blackboard, telephone, Zoom.

1/19-5/19 – *School Counseling Practicum Experience (100 Hours), Bonham High School, Bonham, ISD, Bonham, TX*

- **Advocacy** - identified at-risk students
- **Crisis Intervention** with students in the Behavior Unit, the Opportunity Center, and ISS
- **Counseling (Individual and Small Group)**
- **Psychoeducation Sessions (Individual and Small Group)**
- **College and Career Counseling (Individual)**
- **Research** state guidelines to assist Site Supervisor to develop policies for adjudicated transfer students
- **Consultation** with parents, staff, and other stakeholders
- **Support (Administrative)** – assistance to the on-site supervisor
- **Collaboration** with Special Education Staff and Site Supervisor
- **Goal Development** – students enrolled at the Alternative Campus and the Behavior and Life Skills Students

8/16-6/17 – *Behavior and Academic Support Teacher (BASE), Rowlett High School, Garland, ISD, Rowlett, TX*

- **Service Coordination** - Inclusion and Support for a caseload of 8-10 students, Grades 9-12, in Special Education for challenging behaviors
 - **Supervision/Training** - BASE Paraprofessional, offering verbal and written feedback, assigned data collection duties, and organized observation schedules
 - **Curriculum Development** - Social Skills and Social Anxiety
 - **Social Skills Groups** for BASE and non-BASE students
 - Integrated Outdoor Education, Creative Writing, Speaker's Bureau, and Project-Based-Learning using Multiple Intelligences Theory into the BASE Program
 - **Confidential File Maintenance (hard copy, electronic)** – client files and databases (IEPs, FBAs, BIPs, Grades, Discipline, Attendance, Teacher/Parent Feedback, Medicaid Billing for Related Services from other service providers)
 - **Observation/Documentation** – in the classroom and other educational settings, documented student behavior; frequency, duration, verbal and nonverbal communication patterns
 - **Functional Behavior Assessment**
 - **Client SMART Goal Development** – derived from feedback multiple sources and settings
- Data Collection** from the student, parent/guardian(s), teachers, academic and discipline records to create/modify IEPs and Behavior Intervention Plans

- **Needs Assessment** – disaggregated data to determine **Social-Emotional and Academic** areas of need
- **Collaboration/Consultation** with all stakeholders
 - Parents-daily electronic Behavior Progress Reports, weekly emails, & telephone calls
 - School Administrators – program development/implementation
 - Instructional Staff and School Counselors - Academic Course Scheduling
- **Crisis Intervention** for students as needed throughout the school building
- **Academic Support** - in the BASE Classroom for students as needed
- **Policy Development** - “BASE Protocol” to assist teachers and school administrators to determine when and who to call for behavior escalations
- **Meeting Attendance** - all ARDs (Temporary, Annual, Manifest, Disciplinary, Dismissal, Modification); Student Staffing
- **Program Implementation**
 - Mentoring Program pairing BASE Students with faculty and administrators
 - Restorative Disciplinary Practices

9/15-6/16 – Special Education Inclusion Teacher, Rowlett High School, Garland ISD, Rowlett, TX.

- **Case Management** services to 22 students on assigned caseload
- **Inclusion Services** to students in ELAR and Social Studies General Education courses according to their IEPs, the Content Mastery Room, and documentation of services
- **Confidential File Maintenance** (hard copy, electronic)
- **Meeting Attendance** - all ARDs (Temporary, Annual, Manifest, Disciplinary, Dismissal, Modification); Student Staffing
- **Observation/Documentation** – monthly for each student in all his/her classes; documented Academic and Social-Emotional behavior and communication patterns
- **Collaboration/Consultation** with all stakeholders
 - **Parents** - weekly communication
 - **School Administrators** – discipline, faculty issues
 - **Instructional Staff and School Counselors** - Course Scheduling, IEP Compliance
- **Data Collection** - student, parent/guardian(s), teachers, academic and discipline records to develop IEP Goals

Needs Assessment – disaggregated data to determine **Social-Emotional and Academic** areas of need

8/14-6/15 – Family Consumer Sciences Teacher, Richardson High School/Richardson West Junior High, Richardson ISD, Richardson, TX.

- **Child Development Grades 10-12**, one-semester course
 - (Pregnancy through Adolescence)
- **Lifetime Nutrition and Wellness, Grades 10-12**, yearlong course
- **Principles of Hospitality and Tourism, Grades 9-12**, yearlong course
- **Career Explorations, Grade 8**, one-semester course
- **Program Development** – created an information exchange between the Child Development Classes and the Pregnant/Parenting Program. At the end of each unit, the Child Development Class in small groups created projects summarizing

the information they had learned and presented them to the Teen Parents to help them to support their babies' development.

- **Innovation**
 - Eighth Grade students worked in small groups to research the bullying of overweight/obese students.
 - Groups composed letters to students who bullied, overweight/obese students, teachers, and an Addendum to the Student Handbook.
 - Four students represented the class, proposed the Addendum to the Principal in a formal meeting format. It was accepted and became a policy the next year.

PROFESSIONAL EXPERIENCE

4/2010 - 9/2010 Case Resource Manager, Children's Intensive In-Home Behavior Support Waiver, Division of Developmental Disabilities, Region 3, Tacoma, WA.

- **Wraparound Service Coordination and Delivery** – caseload of 22 families with children ages 8-17 diagnosed with Autism and severely challenging behaviors who normally would be institutionalized. Families received \$4000 monthly to duplicate specialized goods and services in the home setting.
- **Intake** – families had to meet eligibility criteria set by the federal and state governments, formal interview process
- **Resource Development** – expanded the existing list of approved specialty vendors
- **Needs Assessment** – monthly home visits to each client family, monitored the service plan, budget expenditures, and identification of new or unmet needs.
- **Collaboration/Consultation** – Clients, Vendors, Case Resource Managers from, Institutional Staff, School Administrators, Special Education Staff, Attorneys, State and Federal Agencies.

5/2007 - 3/2010 National Reading Consultant, Read Right Systems, Shelton, WA.

- **Training** - Used the Seven-Week Training Model to certify K-12 Educators in the implementation of Read Right methodology on their campuses
 - Initial Certification
 - Recertification (Annual)
- **Coaching** - Train the Trainer Model – Used the Three-Week Training Model to certify an in-house trainer(s) for larger sites
- **Employee Development** – provided individualized Professional Development Plans to each trainee for guided practice sessions in between training visits
- **Report Writing** – supplied Read Right management and school administrators with weekly documentation of trainees' progress and a Summative Report including Certification Exam Results

PROFESSIONAL INTERESTS

- Cultural Humility, Competence, and Responsiveness
- Generalized Anxiety Disorder in Adolescents
- Anxiety and Co-Morbid Disorders in Adolescents
- Neuropsychology, Developmental Biology
- Read Right - Non-Phonics-Based Reading Intervention

- Behavior Analysis and Assessment
- Existential Counseling in High Schools
- Nonviolent Communication

PUBLICATIONS

Mixon, L. A., Madewell, A. N., & **Wolfe, D.** (2022). A Comparative Analysis of Native and non-Native Counseling Trainees during COVID-19. Paper published in the conference proceedings for the Fourteenth Native American Symposium: Native Presence and Survival Shaping Native Futures.

[Native American Symposium - Native American Institute \(se.edu\)](#)

Sage Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy (2022). "Self-Hatred."

PROFESSIONAL MEMBERSHIPS

- American Association of University Professors
- Chi Sigma Iota

PROFESSIONAL DEVELOPMENT

- Quality Matters – Applying the QM Rubric (Oct-Nov 2021); Designing Your Online Course (Nov 2020)
- Respondus Lockdown Browser and Monitor (August 2020)
- Virtual Workshop: Zoom, the Bells and Whistles (July 2020)
- Round Table Panel: Virtual Meetings in Online Classes (July 2020)
- Functional Behavior Assessment
- Writing data-based IEPs and Behavior Intervention Plans
- BASE Program Policies and Procedures
- Crisis Intervention for BASE Students
- The Effects of Anxiety on the Brain
- Differentiating Between Anxiety and ADHD in the Classroom
- Developmentally Sensitive Instruction and Discipline
- Nonviolent Communication

PROFESSIONAL SERVICE ad hoc reviewer of Writing and Pedagogy (September 2020)

PROFESSIONAL PRESENTATIONS

Read Right Annual Conference (December 2008) *Managing the Read Right Classroom*

Read Right Annual Conference (December 2009) *Determining the Correct Text Complexity*

PERSONAL INTERESTS AND HOBBIES

Diversity, equity, and the elimination of bias

Gender Studies

Spirituality & Religion

Hiking/Nature

The Pacific Northwest

Appendix II: Psychology Degree Plans

2016 Degree Plan Worksheet for Major

2016 Minor

2023 Degree Plans

2023 Minor



Department of Behavioral Sciences, Psychology

2016 Plan -- Major- 40 Semester hours

Name		ID #:	
Major		Gen Ed Ck	
Minor		Tot Hrs	of 124
Completed	Prefix	Title	Pre-requisites
	PSY 1113	Introduction to Psychology	
	PSY 3033	Introduction to Research and Writing in Psych	Psy1113
	PSY 3313	Statistics in Behavioral Sciences	Psy1113/3033
	PSY 3433	Research Methods in Psychology	Psy1113/3033/3313
	PSY 4313	Abnormal Psychology	Psy1113/3upperdivHrs
	PSY 4353	Psychological Testing/Psychometrics	Psy1113/3313
	PSY 4393	History and Systems of Psychology	15 hrs or approval
	PSY 4981	Seminar (one credit hour)	Senior/permission
		<i>One of the following courses:</i>	
	PSY 4443	Interviewing Skills	Senior/permission
	PSY 4453	Advanced Research Methods	Psy3433
		<i>One of the following courses:</i>	
	PSY 4543	Field Experience in Psychology	Senior/4443/4980
	PSY 4553	Advanced Research Project	Senior/Psy4453
		<i>Diversity component—one of the following (3 hours):</i>	
	PSY 3243	Psychology of Aging	Psy1113
	PSY 3413	Psychology of Human Sexuality	Psy1113
	PSY 3493	Psychology of Women	Psy1113
	PSY 3523	Multicultural Psychology	Psy1113
	PSY 3833	Psychology of Religion	Psy1113
		<i>Nine elective hours selected from the following courses:</i>	
	PSY 2113	Psychology of Adjustment	
	PSY 3353	Psychology of Learning	Psy1113
	PSY 3373	Psychology of Personality	Psy1113
	PSY 3393	Social Psychology	Psy1113
	PSY 3513	Health Psychology	Psy1113/6hrs recomm.
	PSY 3363	Cognitive Psychology	Psy1113
	PSY 3613	Positive Psychology	Psy1113
	PSY 4323	Industrial/Organizational Psychology	Psy1113
	PSY 4373	Physiological Psychology/Neuropsychology	Psy1113
	PSY 4970	Special Studies	
		<i>Only one of the following courses may be used for the psychology major and minor:</i>	
	PSY 2243	Human Development	Psy1113
	PSY 3123	Child and Adolescent Development for Education Majors	
	PSY 3213	Psychology of Childhood Trauma	Psy1113
	PSY 3233	Psychology of Adolescence	Psy1113
		***Exception: Students with double majors approved by the Psychology Faculty Advisor will be permitted to waive nine semester hours of electives in psychology.	



Department of Behavioral Sciences, Psychology

2016 Plan -- Minor- 40 Semester hours

Name		ID #:	
Major		Gen Ed Ck	
Minor		Tot Hrs	of 124
<u>Psychology Minor – 18 Semester hours</u>			
Required:			Pre-requisites
PSY 1113	Introduction to Psychology		
Electives: <i>Six hours selected from the following courses:</i>			
PSY 3353	Psychology of Learning		Psy1113
PSY 3363	Cognitive Psychology		Psy1113
PSY 3373	Psychology of Personality		Psy1113
PSY 3393	Social Psychology		Psy1113
PSY 3513	Health Psychology		Psy1113
PSY 3613	Positive Psychology		Psy1113
PSY 4313	Abnormal Psychology		Psy1113
PSY 4373	Physiological Psychology		Psy1113
Nine elective hours selected in consultation with a Psychology Faculty Advisor. **Students must also have a minor for BA degree			



Department of Behavioral Sciences, Psychology

Track 1 — Comprehensive Psychology


Major- 40 Semester hours

Online and In-Person options. Changing tracks may delay graduation

Name		ID #:	
Major Track		Gen Ed Ck	
Minor		Tot Hrs	of 124

Prefix	Title	Pre-requisites	Credits	Complete
CORE COURSES (8 courses, 24 hours)				
FOUNDATIONS OF PSYCHOLOGY—5 Courses (15 hrs)			Major	TotHrs
				Sem/Yr
PSY 1113	Introduction to Psychology (C)	PSY 1113	6	6
PSY 2243	Human Development			
PSY 3363	Cognitive Psychology		6	12
PSY 3393	Social Psychology			
PSY 3523	Multicultural Psychology		3	15
RESEARCH METHODOLOGY—3 courses (9 hours)				
PSY 3033	Intro to Research & Writing in Psy (C)	PSY 1113	9	24
PSY 3433	Research Methods Research	PSY 3033		
PSY 3313	Statistics in Behavioral Sciences	PSY 3433		
ELECTIVES—3 courses (9 hours) – PreReq: Complete 3 of 4 Foundation Courses or Alt Reqs				
PSY 2113	Psychology of Adjustment	PSY 1113	9	33
PSY 3213	Psych of Childhood Trauma			
PSY 3353	Psychology of Learning	Intro+CJ mjr 9 hrs		
PSY 3373	Psychology of Personality	Intro+CJ mjr 9 hrs		
PSY 3413	Psychology of Sexuality & Gender			
PSY 3513	Health Psychology			
PSY 3613	Positive Psychology			
PSY 4323	I/O Psychology	Intro+Bus mjr 9 hr		
PSY 4373	Neuropsychology			
PSY 4473	Community Psychology			
PSY XXXX	Forensic Psychology	Intro+CJ mjr 9 hrs		
PSY 4973	Special Studies			
Track Requirements — 3 courses (7 Hours)				
PSY 4313	Abnormal Psychology	3 of 4 Foundation	7	40
PSY 4353	Psychometrics	3033		
PSY 4981	Seminar (one credit hour)^	Senior/permission		

^^Must take Psychology Assessment to Graduate

	Department of Behavioral Sciences, Psychology		
	Track 2 [Face-to-face]—Clinical Psychology		
	<i>Major- 40 Semester hours</i>		
	PSY 4443 only offered In-Person. Changing tracks may delay graduation		
Name		ID #:	
Major Track		Gen Ed Ck	
Minor		Tot Hrs	of 124

Prefix	Title	Pre-requisites	Credits		Complete		
CORE COURSES (8 courses, 24 hours)							
FOUNDATIONS OF PSYCHOLOGY—(5 Courses, 15 hours)			Major	TotHrs	Sem/Yr		
PSY 1113	Introduction to Psychology	PSY 1113	6	6			
PSY 2243	Human Development						
PSY 3363	Cognitive Psychology				6	12	
PSY 3393	Social Psychology				3	15	
PSY 3523	Multicultural Psychology						
RESEARCH METHODOLOGY—3 courses (9 hours)							
PSY 3033	Intro to Research & Writing in Psyc	PSY 1113	9	24			
PSY 3433	Research Methods Research	PSY 3033					
PSY 3313	Statistics in Behavioral Sciences	PSY 3433					
ELECTIVES—pick 2 courses (6 hours)—PreReq: Must complete 3 of 4 Foundation Courses							
PSY 2113	Psychology of Adjustment	PSY 1113	6	30			
PSY 3213	**Psych of Childhood Trauma	3 of 4 Foundation					
PSY 3353	**Psychology of Learning				Intro+CJ mjr 9 hrs		
PSY 3373	Psychology of Personality				Intro+CJ mjr 9 hrs		
PSY 3413	**Psychology of Sexuality & Gender						
PSY 3513	**Health Psychology						
PSY 3613	Positive Psychology						
PSY 4323	I/O Psychology				Intro+Bus mjr 9 hr		
PSY 4373	Neuropsychology						
PSY 4353	**Psychometrics Psych Testing						
PSY 4473	**Community Psychology						
PSY XXXX	Educational Psychology				Intro+Ed maj 9 hrs		
PSY XXXX	Forensic Psychology				Intro+CJ mjr 9 hrs		
PSY 4973	Special Studies						
TRACK— 4 Courses (10 Hours)							
PSY 4313	Abnormal Psychology	3 of 4 Foundation	10	40			
PSY 4443	Interviewing Skills [F2F only]	PSY 4313					
PSY 4543	Field Experience—Clinical	PSY 4443					
PSY 4981	Seminar (one credit hour) ^^	Senior/permission					

^^Must take Psychology Assessment to Graduate

**Recommended electives for Track



Department of Behavioral Sciences, Psychology

Track 3 — Community Psychology

Major- 40 Semester hours

Online and In-Person options. Changing tracks may delay graduation

Name		ID #:	
Major Track		Gen Ed Ck	
Minor		Tot Hrs	of 124

Prefix	Title	Pre-requisites	Credits		Complete
CORE COURSES (8 courses, 24 hours)					
FOUNDATIONS OF PSYCHOLOGY (5 Courses, 15 hours)			Maj or	TotHrs	Sem/Yr
PSY 1113	Introduction to Psychology		15	15	
PSY 2243	Intro to Human Development	PSY 1113			
PSY 3363	Cognitive Psychology				
PSY 3393	Social Psychology				
PSY 3523	Multicultural Psychology				
RESEARCH METHODOLOGY—3 courses (9 hours)					
PSY 3033	Research & Writing in Psych	PSY 1113	9	24	
PSY 3433	Research Methods	PSY 3033			
PSY 3313	Stats in Behavioral Sciences	PSY 3433			
ELECTIVES—pick 2 courses (6 hours) – PreReq: Must complete 3 of 4 Foundation Courses					
PSY 2113	Psychology of Adjustment (Gen Ed)	1113	6	30	
PSY 3353	Psychology of Learning	Intro+CJ mjr 9 hrs			
PSY 3373	Psychology of Personality	Intro+CJ mjr 9 hrs			
PSY 3413	**Psychology of Sexuality & Gender				
PSY 3513	**Health Psychology				
PSY 3613	Positive Psychology				
PSY 4313	**Abnormal Psychology				
PSY 4323	I/O Psychology	Intro+Bus mjr 9 hr			
PSY 4353	**Psychometrics				
PSY 4373	Neuropsychology				
PSY XXXX	**Educational Psychology	Intro+Ed maj 9 hrs			
PSY XXXX	**Forensic Psychology	Intro+CJ mjr 9 hrs			
PSY 4973	Special Studies				
TRACK— (10 Hours)					
PSY 3213	**Psych of Childhood Trauma	3 of 4 foundation	10	40	
PSY 4473	Community Psychology	3 of 4 foundation			
PSY XXXX	Grant Writing & Program Evaluation	PSY 4473			
PSY 4981	Seminar (one credit hour) ^^	Senior/permission			

^^Must take Psychology Assessment

**Recommended electives for Track



Department of Behavioral Sciences, Psychology

Track 4—Research Methods

Major- 40 Semester hours

Online and In-Person options. Changing tracks may delay graduation.

Requires Departmental Approval

Name		ID #:	
Major Track		Gen Ed Ck	
Minor		Tot Hrs	of 124

Prefix	Title	Pre-requisites	Credits		Complete
COURSES (8 courses, 24 hours)					
FOUNDATIONS OF PSYCHOLOGY (5 Courses, 15 hours)			Major	TotHrs	Sem/Yr
PSY 1113	Introduction to Psychology	PSY 1113	15	15	
PSY 2243	Intro to Human Development				
PSY 3363	Cognitive Psychology				
PSY 3393	Social Psychology				
PSY 3523	Multicultural Psychology				
RESEARCH METHODOLOGY—3 courses (9 hours)					
PSY 3033	Research & Writing in Psych	PSY 1113	9	24	
PSY 3433	Research Methods Research	PSY 3033			
PSY 3313	Stats in Behavioral Sciences	PSY 3433			
ELECTIVES—pick 2 courses (6 hours) – PreReq: Must complete 3 of 4 Foundation Courses					
PSY 2113	Psychology of Adjustment	PSY 1113	6	30	
PSY 3213	Psych of Childhood Trauma	Intro+CJ mjr 9 hrs			
PSY 3353	Psychology of Learning				
PSY 3373	Psychology of Personality	Intro+CJ mjr 9 hrs			
PSY 3413	Psychology of Sexuality & Gender				
PSY 3513	Health Psychology				
PSY 3613	Positive Psychology				
PSY 4313	Abnormal Psychology				
PSY 4323	I/O Psychology	Intro+Bus mjr 9 hr			
PSY 4373	Neuropsychology				
PSY 4473	Community Psychology				
PSY XXXX	Educational Psychology	Intro+Ed maj 9 hrs			
PSY XXXX	Forensic Psychology	Intro+CJ mjr 9 hrs			
PSY 4973	Special Studies				
TRACK— (10 Hours)					
PSY 4353	**Psychometrics		10	40	
PSY 4453	Advanced Research Methods	PSY 3313/3433			
PSY 4553	Advanced Research Project	PSY 4453			
PSY 4981	Seminar (one credit hour) ^^	Senior/permission			

^^Must take Psychology Assessment



Department of Behavioral Sciences, Psychology

Minor in Psychology

Major- 40 Semester hours

Name		ID #:	
Major Track		Gen Ed Ck	
Minor		Tot Hrs	of 124

Prefix	Title	Pre-requisites	Credits	Complete
CORE COURSES 5 courses (15 hours)				
FOUNDATIONS OF PSYCHOLOGY (5 Courses, 15 hours)			Major	TotHrs
PSY 1113	Introduction to Psychology		15	15
PSY 2243	Intro to Human Development	PSY 1113		
PSY 3363	Cognitive Psychology	PSY 1113		
PSY 3393	Social Psychology	PSY 1113		
PSY 3523	Multicultural Psychology	PSY 1113		
ELECTIVES—pick 1 course (3 hours) – PreReq: Must complete 3 of 4 Foundation Courses				
PSY 2113	Psychology of Adjustment	PSY 1113	3	18
PSY 3213	Psych of Childhood Trauma	3 of 4 Foundation		
PSY 3353	Psychology of Learning	Intro+CJ mjr 9 hrs		
PSY 3373	Psychology of Personality	Intro+CJ mjr 9 hrs		
PSY 3413	Psychology of Sexuality & Gender			
PSY 3513	Health Psychology			
PSY 3613	Positive Psychology			
PSY 4313	Abnormal Psychology			
PSY 4323	I/O Psychology	Intro+Bus mjr 9 hr		
PSY 4353	Psychometrics			
PSY 4373	Neuropsychology			
PSY 4473	Community Psychology			
PSY XXXX	Educational Psychology			
PSY XXXX	Forensic Psychology	Intro+CJ mjr 9 hrs		

Appendix III: Program Outcomes Assessment Reports

2017-2018

2018-2019

2019-2020

2020-2021

PSYCHOLOGY

PROGRAM OUTCOMES

ASSESSMENT REPORT

FOR 2017-2018

EXECUTIVE PROGRAM SUMMARY

The mission statement of the Psychology Program at Southeastern Oklahoma State University integrates the study of psychology within a liberal arts education model to prepare students for lifelong learning.

It follows that an important part of the college student's education should be the development of a disciplined curiosity about the world. This disciplined curiosity should equip the student for informed citizenship with an appreciation of basic human values, an understanding of essential scientific knowledge about how the world works, and a sharpened sensitivity to human diversity. Instruction in psychology should be consistent with these general goals.

During the 2017-18 academic year, the Psychology Department experienced the loss of several program faculty members, both full-time and part-time. Dr. Laura Atchley previously taught two undergraduate online research based courses each semester (i.e., PSY/SOC 3313 – Statistics for Behavioral Sciences and PSY 3433 – Research Methods), but she was promoted to a leadership position with the Early Intervention and Child Development program in Ardmore, OK. In May of 2018, Dr. Blythe Duell left the university, although her position has since been filled. At the beginning of August 2018, Dr. Ed Mauzey retired. He had been teaching two large sections of PSY 3123 – Child and Adolescent Development for Education majors each semester, so his retirement left the psychology program with two to three sections of this course without a qualified instructor. Finally, Dr. Jennifer Hicks, a full-time psychology faculty member, was promoted to the Department Chair of Behavioral Sciences, resulting in a two course release each semester. In total, we are down six courses each semester. Based on the reliance on less qualified adjuncts to teach our three and four thousand level courses, we anticipate the possibility that assessment results may be lower in the upcoming year. The Psychology program depends on the use of 16-18 adjuncts who only have a Master's degree and who work more than one full-time job. On average, adjuncts teach 65.7% to 68% of our courses each semester.

PROGRAM OUTCOMES ASSESSMENT REPORT	
Department: Behavioral Sciences	
Degree Program: Psychology	
Report Submitted By: Amy N. Madewell, Ph.D. Date of Submission: 10/8/18	
Program Mission Statement: A liberal arts education in general and the study of psychology in particular form the core of a preparation for lifelong learning. It follows, then, that an important part of the college student's education should be the development of a disciplined curiosity about the world. This disciplined curiosity should equip the student for informed citizenship with an appreciation of basic human values, an understanding of essential scientific knowledge about how the world works, and a sharpened sensitivity to human diversity. Instruction in psychology should be consistent with these general goals.	
Goal: 1.1 Students will demonstrate they have developed a conceptual framework	
Student Learning Outcome 1 1 Factual knowledge	
Assessment Measures	
<p>1. The <i>ACAT Departmental Score Report</i> focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43 students) completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p>	
<p>2. The <i>Psychology Pre-test/Post-test</i> is a 27-item multiple choice exam which measures knowledge of psychological concepts. The exam is administered at the beginning and the end of each section of Introduction to Psychology (PSY 1113), including online sections. This pre- test/post-test is aligned with the goals and outcomes of the General Education Program.</p> <p>Acceptable Target: Pass rate of 70% Ideal Target: Pass rate of 80% or higher</p>	
Summary of Assessment Results	
<p>1. ACAT—Of the 43 students who completed the ACAT exam in psychology, the overall standard score for the test was 422, placing our students in the 22nd percentile. A score of 422 is 78 points lower than the national mean.</p> <p>2. Pre-test/Post-test—Due to a Blackboard error, pre-tests were not launched in online PSY 1113 Introduction to Psychology courses during fall of 2017. Further, due to employee changes, the post-tests were not administered in all PSY 1113 courses. However, overall pre- test scores mirror pre-test scores from previous years.</p> <p>Fall 2017: Pretest (n = 71); Posttest (n = 119) Spring 2018: Pretest (n = 114); Posttest (n = 90) Pretest pass rate: 24%; Posttest pass rate: n/a</p>	
Use of Results and Reflection	
<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Student performance on the ACAT assessment exam was within the acceptable target range. Hence, no recommendations are made based on overall test results for this assessment period.</p> <p>2. The pre-test/post-test format will continue in 2018-2019, but the instrument will be redesigned to accompany a new textbook selection. Due to a lack of sufficient data, no conclusions can be drawn with regard to outcome date on this assessment measure.</p>	

Student Learning Outcome 2	Students will demonstrate knowledge of the history of psychology
	<p>Assessment Measures</p> <p>1. <i>History & Systems Comprehensive Final Exam</i>—As a core course for our senior psychology majors, PSY 4393 – History and Systems of Psychology is taught face-to-face in the fall semester and online in the spring. The final exam for this course is comprehensive and evaluates student knowledge of the major schools of thought within the current science of psychology.</p> <p>Acceptable Target: Overall pass rate of 70% or higher Ideal Target: Overall pass rate of 80% or higher.</p> <p>2. The <i>ACAT Departmental Score Report</i> focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43 students completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p>
Summary of Assessment Results	<p>1. <i>History & Systems Comprehensive Final Exam</i>: As this course was newly developed during the fall 2017 semester, we did not gather sufficient data from the final exam. In spring 2018, 33 students were enrolled in the online section. The distribution of final exams is somewhat normal with the mean and modal scores at the 70th percentile with a standard deviation of 9 points.</p> <p>Fall 2017: n/a Spring 2018: (n = 33); Pass rate: 81.8% Ideal Target was met (80% or higher).</p> <p>2. ACAT exam History & Systems subject area: Total n = 43 Overall score = 428 (Acceptable target range) Percentile = 24</p>
Use of Results and Reflection	<p>The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year.</p> <p>Student performance on the History & Systems subject area of the ACAT exam was within the acceptable target range. However, since the lowest student scores on the ACAT exam were within the area of History & Systems, psychology program faculty will work to revise the methods of promoting the development of student knowledge within this subject area. It would be beneficial to hire a full-time tenure track professor who could teach content within the core psychological schools of thought to enhance the outcomes of our students.</p>
Student Learning Outcome 3	Students will demonstrate critical thinking and problem-solving skills
Method of Assessment	<p>The <i>Undergraduate Psychology Program Student Survey (UPPSS)</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including critical thinking and problem-solving skills. For the academic year 2017-18, 39 students completed the survey.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>

Summary of Assessment Results	Fall 2017-Spring 2018: (n = 39) Critical Thinking: $M = 1.15$ Problem-Solving: $M = 1.21$ Ideal Target was met in both areas (1.3 or lower).
Use of Results and Reflection	The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in the critical thinking and problem-solving skills they develop within the undergraduate psychology program. No program modifications are indicated at this time.
Student Learning Outcome 4	Students will demonstrate the ability to comprehend and express the language of psychology
Method(s) of Assessment	The <i>UPPSS</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including comprehending and expressing the language of psychology in writing. For the academic year 2017-18, 39 students completed the survey. Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower
Summary of Assessment Results	Fall 2017-Spring 2018: (n = 39) Language Comprehension: $M = 1.36$ (Acceptable Target Range) Language Expression: $M = 1.21$ (Ideal Target Range)
Use of Results and Reflection	The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in their skills in comprehending and expressing the language of psychology in writing. No program modifications are indicated at this time.

Student Learning Outcome 5	Students will demonstrate the ability to gather and use psychological information
	<p>1. The <i>ACAT Departmental Score Report</i> focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43) students completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <p>During the fall semester (2017) and spring semesters (2018), 43 students completed the exam.</p> <p>2. The <i>Undergraduate Psychology Program Student Survey (UPPSS)</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including ability to gather and use psychological information and resources. For the academic year 2017-18, 39 students completed the survey.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>

<p>Summary of Assessment Results</p>	<p>1. ACAT exam Experimental Design subject area:</p> <p>Total n = 43 Overall score = 448 (Acceptable target range) Percentile = 30</p> <p>A score of 448 is 52 points lower than the national mean. The scores within the national mean are normally distributed, but the scores for the ACAT experimental design test are not normally distributed and present a negative skew with seven scores, approximately 30% of students, more than three standard deviations below the national mean. However, 25.1% (6 students) scored at or above the national mean.</p> <p>2. UPPSS</p> <p>Total n = 39 Ability to gather information of a psychological nature: $M = 1.23$ Ability to use psychological resources: $M = 1.18$ Ideal Target was met in both areas (1.3 or lower).</p>
<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Based on research knowledge and research skills within the state of Oklahoma, we are very pleased that our typical students is scoring so close to the national mean.</p> <p>2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in their skills in gathering and utilizing psychological information and resources. No program modifications are indicated at this time.</p>
<p>Student Learning Outcome 6</p>	<p>Students will demonstrate the ability to understand and use statistics</p>
	<p>1.The <i>ACAT Departmental Score Report</i> focuses on ten specific areas of psychological knowledge, with scores ranging between 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43 students) completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <p>2.The <i>Undergraduate Psychology Program Student Survey (UPPSS)</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including ability to understand and use statistics. For the academic year 2017-18, 39 students completed the survey.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>

Summary of Assessment Results	<p>1. ACAT exam Statistics subject area: Total n = 43 Overall score = 479 (Acceptable target range) Percentile = 42</p> <p>2. UPPSS Total n = 39 Ability to understand research and statistical methods: $M = 1.28$ Ability to use research and statistical methods: $M = 1.33$ Ideal Target was met in both areas (1.3 or lower).</p>
Use of Results and Reflection	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Based on the mathematical skills within the state of Oklahoma, we are very pleased that our typical student is scoring so close to the national mean.</p> <p>2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students overall are confident in their skills in understanding and using research and statistical methods. No program modifications are indicated at this time.</p>

Student Learning Outcome 7	Students will demonstrate interpersonal and intrapersonal skills
	<p>1.The <i>Student Field Experience Evaluation (SFEE)</i> is a direct observation and evaluation of the student's performance at a Field Experience site. The instrument is completed by the professional site supervisor at the end of field experience and is comprised of 27 applied knowledge and skills domains. For the 2017-18 academic year, 34 evaluations of students were completed. Acceptable Target: $M = 4.5$ or higher on items assessing student performance in their interactions with clients. (1 = No Basis for Evaluation or Not Applicable, 2 = Poor, 3 = Below Average, 4 = Average, 5 = Above Average, 6 = Excellent) Ideal Target: $M = 5$ or higher</p> <p>2.The <i>UPPSS</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including awareness, understanding, and ability to use interpersonal and intrapersonal skills. For the academic year 2017-18, 39 students completed the survey. Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>
Summary of Assessment Results	<p>1. SFEE Total n = 34 Client Interaction Skills: $M = 5.15$ (Ideal Target)</p> <p>2. UPPSS Total n = 39 Awareness of interpersonal and intrapersonal skills: $M = 1.21$ Ability to understand interpersonal and intrapersonal skills: $M = 1.26$ Ability to use interpersonal and intrapersonal skills: $M = 1.26$ Ideal Target was met in all areas (1.3 or lower).</p>

Use of Results and Reflection	<ol style="list-style-type: none"> 1. The SFEE will continue to be used during the 2018-2019 Academic Year. Ratings of field site supervisors strongly indicate that overall, students have well-developed interpersonal skills that they are able to use in a professional context. 2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students overall are confident in their skills in understanding and using research and statistical methods. No program modifications are indicated at this time.
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Student Learning Outcome 8	Students will demonstrate awareness of and the ability to apply psychological ethics
	<p>1. The <i>UPPSS</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including awareness and application of the ethical principles of psychology. For the academic year 2017-18, 39 students completed the survey. Acceptable Target: $M = 1.5$ or lower on items assessing awareness and application of ethical principles of psychology (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p> <p>2. The <i>Psychology Pre-test/Post-test</i>— is a 27-item multiple choice exam which measures knowledge of psychological concepts. The exam is administered at the beginning and the end of each section of Introduction to Psychology (PSY 1113), including online sections. This pre- test/post-test is aligned with the goals and outcomes of the General Education Program. During the fall semester (2017), 71 students took the test at Time 1 and 119 students took the test at Time 2. During the spring semester (2018), 114 students took the test at Time 1 and 90 students took the test at Time 2. Acceptable Target: 70% pass rate Ideal Target: 80% pass rate.</p>
Summary of Assessment Results	<p>1. UPPSS Total $n = 39$ Awareness of the ethical principles of psychology: $M = 1.18$ Ability to apply ethical principles of psychology: $M = 1.21$ Ideal Target was met in both areas (1.3 or lower). Pre-test/Post-test—The pre-test revealed an average of 16% of students were able to pass the psychological ethics questions from the pre-test. Due to employee changes, the post-tests were not given.</p>
Use of Results and Reflection	<ol style="list-style-type: none"> 1. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students overall are both aware of ethical principles in psychology and able to apply those principles. No program modifications are indicated at this time. 2. The pre-test/post-test format will continue in 2018-2019, but the instrument will be redesigned to accompany a new textbook selection. Due to a lack of sufficient data, no conclusions can be drawn with regard to outcome date on this assessment measure.

Student Learning Outcome 9	Students will gain real-world experience in psychology
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	<p>1.The <i>SFEE</i> is a direct observation and evaluation of the student's performance at a Field Experience site. The instrument is completed by the professional site supervisor at the end of field experience and is comprised of 27 applied knowledge and skills domains. For the 2017- 18 academic year, 34 evaluations of students were completed.</p> <p>Acceptable Target: $M = 4.5$ or higher on overall student performance ratings (1 = No Basis for Evaluation or Not Applicable, 2 = Poor, 3 = Below Average, 4 = Average, 5 = Above Average, 6 = Excellent) Ideal Target: $M = 5$ or higher</p> <p>2.The <i>Student Field Experience Site Evaluation (SFESE)</i> requires students to rate the quality of their learning at the field experience site. The instrument includes 7 domains. The instrument provides a written record of student experiences, serves to advise future students about the quality of field experience sites, and provides feedback to the department about the variety of field experience sites available. During the 2017-18 academic year, the instrument was administered to 39 field experience students.</p> <p>Acceptable Target: 3.5 or higher (1 = Very Unsatisfied, 3 = Somewhat Satisfied, 5 = Very Satisfied) Ideal Target: 4.0 or higher</p>
Summary of Assessment Results	<p>1. SFEE Total n = 34 Overall rating of student performance at their field site: $M = 5.35$ (Ideal Target)</p> <p>2. SFESE n = 39 Overall Rating of Field Site: $M = 4.54$ (Ideal Target) Agency Program Staff: $M = 4.62$ (Ideal Target) Supervision: $M = 4.74$ (Ideal Target) Clients: $M = 4.38$ (Ideal Target) Facilities: $M = 4.56$ (Ideal Target) Training Experience Available: $M = 4.44$ (Ideal Target) Primary Supervision: $M = 4.67$ (Ideal Target)</p>
Use of Results and Reflection	<p>1. The SFEE will continue to be used during the 2018-2019 Academic Year. Ratings of field site supervisors strongly indicate that student overall performance is . No program modifications are indicated at this time.</p> <p>2. The SFESE will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are overall very pleased with the experience and supervision they receive at their field sites. No program modifications are indicated at this time.</p>
Student Learning Outcome 10	<p>Students will demonstrate an appreciation of psychological practice</p>
	<p>1.The <i>ACAT Departmental Score Report</i> focuses on ten specific areas of psychological knowledge, with scores ranging between 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43) students completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p>

	<p>2. The <i>UPPSS</i> is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including awareness and application of the ethical principles of psychology. For the academic year 2017-18, 39 students completed the survey.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing appreciation of psychological practice (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: $M = 1.3$ or lower</p>
Summary of Assessment Results	<p>1. ACAT exam Clinical/Counseling subject area: Total n = 43 Overall score = 481 (Acceptable target range) Percentile = 42</p> <p>2. UPPSS Total n = 39 Appreciation of psychological practice: $M = 1.18$ (Ideal Target)</p>
Use of Results and Reflection	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Our students are achieving clinical and counseling knowledge that is equivalent with the national mean. No program modifications are indicated at this time.</p> <p>2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students have an appreciation of psychological practice. No program modifications are indicated at this time.</p>

Student Learning Outcome 11	Students will demonstrate the ability to apply psychological theory to practice
	<p>1. The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging between 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Forty-three (43) students completed the ACAT exam during the 2017-18 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p> <p>2. The UPPSS is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including the ability to apply psychological theory to practice. For the academic year 2017-18, 39 students completed the survey.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing application of psychological theory to practice (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: $M = 1.3$ or lower</p>

<p>Summary of Assessment Results</p>	<p>1. ACAT exam Abnormal subject area: Total n = 43 Overall score = 457 (Acceptable Target Range) Percentile = 33 ACAT exam Clinical/Counseling subject area: Total n = 43 Overall score = 481 (Acceptable target range) Percentile = 42</p> <p>2. UPPSS Total n = 39 Application of psychological theory to practice: $M = 1.26$ (Ideal Target Range)</p>
<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Students who reside in Bryan County have an increased possibility of experiencing chronic stress and trauma associated with high risk factors. Hence, it is expected that our students would be higher in empathy and understand the challenges that life presents. These life experiences contributing to psychological awareness are then strengthened through didactic training they receive in numerous clinically-oriented courses, (e.g., PSY 4443 – Interviewing Skills, PSY 4543 – Field Experiences in Psychology, and PSY 4353 – Psychological Testing). ACAT subject area scores in both Clinical/Counseling and Abnormal suggest that our students are able to apply psychological theory to practice at a level that approaches the national mean.</p> <p>2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students perceive that they are able to apply psychological theory to practice. No program modifications are indicated at this time.</p>
<p>Program Reflection and Summary</p>	<p><i>Our graduates are able to apply to graduate school with basic research and clinical/counseling skills necessary to be competitive. Basic research skills allow students to apply for jobs with their bachelor's degree and/or apply to graduate programs. Clinical and/or counseling skills prepare our students to work for the Choctaw Nation as a social worker or behavioral science specialist or to apply for graduate study. The majority of your graduates apply and attend our graduate programs in Clinical Mental Health Counseling or School Counseling.</i></p>

PSYCHOLOGY

PROGRAM OUTCOMES

ASSESSMENT REPORT

FOR 2018-2019

EXECUTIVE PROGRAM SUMMARY

The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the universities mission, in that, students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and to prepare for lifelong learning.

Beginning in the Fall of 2019, we have initiated a new assessment plan directed at improving course alignment with the APA Guidelines and with improving the assessment plan with the Student Learning Outcomes (SLO). Based on this new assessment plan, some of the content within this report will be invalid. It was decided by the Core Psychology Faculty that a new assessment plan that focuses on alignment with the American Psychological Association is vital to the success of our students and program.

Furthermore, we have developed a new degree track that will be offered completely online. This degree track is titled, Community Psychology. In this track, students will take a course on Community Psychology, Lifespan Development, and Grantsmanship. It is the belief of the Psychology Faculty that this track will be advantageous to our remotely located students who plan to work in Counseling and Social Work in the remote parts of Oklahoma and North Texas. With the inclusion of this track, we have modified our assessment plan to be inclusive of all three tracks, i.e., (1) Clinical/Counseling, (2) Advanced Research, and (3) Community Psychology (completely online track).

The Core Psychology Faculty are teaching overload every semester, so it is very important that we are able to attract and retain another full-time faculty/instructor before we can begin to offer any additional classes as detailed in the Community Psychology online track.

PROGRAM OUTCOMES ASSESSMENT REPORT TEMPLATE

Department: Behavioral Sciences

Degree Program: Psychology

Report Submitted By: Amy N. Madewell, Ph.D. Date of Submission:

Program Mission Statement: The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the universities mission, in that, students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and to prepare for lifelong learning.

Goal: 1.1 Students will demonstrate they have developed a conceptual framework

Student Learning Outcome 1 *Recognize key concepts, content domains, and applications of psychology*

Assessment Measures

1. The **ACAT Departmental Score Report** focuses on six specific areas of psychological knowledge, to include: (1) abnormal psychology, (2) learning/cognition, (3) developmental psychology, (4) personality, (5) history and systems, and (6) social psychology. ACAT scores for each course will be calculated based upon the students who reported completion of the specific course domain. Refer to the Table in the assessment results. Score range from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Thirty (30) students completed the ACAT exam during the 2018-19 academic year.

Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)

Ideal Target: 500 or above (At or above the national mean)

2. A **Psychology Pre-test/Post-test** is a 27-item multiple choice exam measuring knowledge of psychological concepts is given in each section of Introduction to Psychology (PSY 1113) including the online sections that is aligned with the goals and outcomes of the General Education Program. A total of 134 students completed the pre and post test.

Acceptable Target: The pre-test revealed an average of 38% of students were able to pass with a 70% or better on the factual assessment questions from the pre-test and 86% were able to pass the posttest.

Ideal Target: We aim for a 70% pass rate on the posttest.

<p>Summary of Assessment Results</p>	<ol style="list-style-type: none"> ACAT—Of the 30 students who completed the ACAT exam in psychology, the overall standard score for the test was 437, placing our students in the 26th percentile. A score of 437 is 68 points lower than the national mean, which is less than one standard deviation below the mean. Pre-test/Post-test—Of the 134 students who completed the pre and posttests, the mean pretest score was a 17.16, $SD = 4.49$, which is a 62.96%. The mean posttest was a 23.16, $SD = 3.87$, which is an 85.66%. <p>Pretest pass rate: 38% ($n = 62$ of 163) Posttest pass rate: 86% ($n = 145$ of 169), which is above the ideal target. When analyzing their mastery of the content, using a repeated measures t-test, the results were statistically significant, $t(133) = -13.88, p < .001$, with a mean difference of 5.97 more items correct on the posttest in comparison to the pretest.</p>
<p>Use of Results and Reflection</p>	<ol style="list-style-type: none"> The ACAT Departmental Score Report for Psychology will continue to be used during the 2019-2020 Academic Year. Student performance on the ACAT assessment exam was within the acceptable target range. Hence, no recommendations are made based on overall test results for this assessment period. The pre-test/post-test format will continue in 2019-2020, but the instrument will be redesigned to accompany a new textbook selection. Due to a lack of sufficient data, no conclusions can be drawn with regard to outcome data on this assessment measure. The results of this assessment demonstrate that students are understanding key concepts and the domains within psychology.
<p>Student Learning Outcome 2</p>	<p>Demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research</p>
<p>ACAT Departmental Score Report</p>	<p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Thirty (30) students completed the ACAT exam during the 2018-19 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> ACAT subject area report on Statistics ACAT subject area report on Experimental Design

Summary of Assessment Results	<p>1. ACAT exam Statistics subject area: Total $n = 30$ Overall score = 485 (Acceptable target range) Percentile = 44, meaning that this cohort of students scored only 15 points below our ideal target.</p> <p>2. ACAT exam Experimental Design subject area: Total $n = 30$ Overall score = 460 (Acceptable target range) Percentile = 34, meaning that this cohort of students scored 40 points below the mean score for the nation. This falls within the Acceptable Target range.</p>
Use of Results and Reflection	<p>The ACAT Departmental Score Report for Psychology will continue to be used during the 2019-2020 Academic Year.</p> <p>Student performance on the Statistics and Experimental Design subject areas of the ACAT exam were within the acceptable target range. These results</p>

	<p>suggest that the three course sequence of research courses is resulting in comprehension and mastery of the key components necessary to interpret, design, and conduct research.</p>
Student Learning Outcome 3	<p><i>Evaluate ethical clinical standards of psychological science and practices</i></p>
	<p>The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including critical thinking and problem-solving skills. For the academic year 2017-18, 39 students completed the survey. Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>

	<p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Thirty (30) students completed the ACAT exam during the 2018-19 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> 1. ACAT subject area report on Abnormal Psychology 2. ACAT subject area report on Clinical/Counseling Practices
<p>Summary of Assessment Results</p>	<p>Fall 2018-Spring 2019: ($n = 25$) Critical Thinking: $M = 1.24$, $SD = .43$ Problem-Solving: $M = 1.20$, $SD = .40$</p> <p>Ideal Target was met in both areas (1.3 or lower).</p> <ol style="list-style-type: none"> 1. ACAT exam Abnormal Psychology subject area: Total $n = 30$ <p>Overall score = 479 (Acceptable target range) Percentile = 42, meaning that this cohort of students scored only 19 points below our ideal target.</p> <ol style="list-style-type: none"> 2. ACAT exam Clinical/Counseling Practices subject area: Total $n = 30$ <p>Overall score = 484 (Acceptable target range) Percentile = 44, meaning that this cohort of students scored 16 points below the mean score for the nation. This falls within the Acceptable Target range.</p>
<p>Use of Results and Reflection</p>	<p>The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in the critical thinking and problem-solving skills they develop within the undergraduate psychology program. No program modifications are indicated at this time.</p>

Method(s) of Assessment	<p>1. The UPPSS is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including comprehending and expressing the language of psychology in writing. For the academic year 2018-19, 32 students completed the survey. We plan to evaluate the items related to language comprehension and written expression.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: $M = 1.3$ or lower</p> <p>2. The Research Methods Writing Rubric is in the development phase and will be initiated in the coming year and integrated in the following POAR.</p>
Summary of Assessment Results	<p>Fall 2018-Spring 2019: ($n = 25$)</p> <p>Language Comprehension: $M = 1.48$, $SD = .58$ (Acceptable Target Range) Written Expression: $M = 1.44$, $SD = .65$ (Ideal Target Range)</p>
Use of Results and Reflection	<p>The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in their skills in comprehending and expressing the language of psychology in writing.</p> <p>In hopes of attaining a peer-reviewed process of rating final papers submitted to PSY 3433 – Research Methods, we will include a summary of inter-rater reliability of the grading rubric to better assess the mastery of their scientific writing abilities.</p>
Student Learning Outcome 5	<p>Apply psychological content and skills to creating life and career goals</p>
	<p>1. The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. Thirty students completed the ACAT exam during the 2018-19 academic year. We use the Human Learning and Cognitive subject area to assess this SLO.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p>

	<p>2. The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including ability to gather and use psychological information and resources. For the academic year 2018-19, 32 students completed the survey.</p> <p>Acceptable Target: M = 1.5 or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: M = 1.3 or lower</p>
<p>Summary of Assessment Results</p>	<p>1. ACAT exam Human Learning and Cognition subject area: Total $n = 30$ Overall score = 445 (Acceptable target range) Percentile = 29. A score of 445 is 65 points lower than the national mean.</p> <p>2. UPPSS Total ($n = 25$)</p> <p>Ability to gather information of a psychological nature: M = 1.32, SD = .55 Ability to use psychological resources: M = 1.32, SD = .55</p> <p>Ideal Target was met in both areas (1.3 or lower).</p>
<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2018-2019 Academic Year. Based on research knowledge</p>

	<p>and research skills within the state of Oklahoma, we are very pleased that our typical student is scoring so close to the national mean.</p> <p>2. The UPPSS will continue to be used during the 2018-2019 Academic Year. Based on assessment results, it seems that students are confident in their skills in gathering and utilizing psychological information and resources. No program modifications are indicated at this time.</p>
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<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2019-2020 Academic Year. Students who reside in Bryan County have an increased possibility of experiencing chronic stress and trauma associated with high risk factors. Hence, it is expected that our students would be higher in empathy and understand the challenges that life presents. These life experiences contributing to psychological awareness are then strengthened through didactic training they receive in numerous clinically-oriented courses, (e.g., PSY 4443 – Interviewing Skills, PSY 4543 – Field Experiences in Psychology, and PSY 4353 – Psychological Testing). ACAT subject area scores in both Clinical/Counseling and Abnormal suggest that our students are able to apply psychological theory to practice at a level that approaches the national mean.</p> <ol style="list-style-type: none"> 1. The UPPSS will continue to be used during the 2019-2020 Academic Year. Based on assessment results, it seems that students perceive that they are able to apply psychological theory to practice. 2. A committee on Program Alignment was created in August 2019 to consolidate SLO's and to focus on program alignment toward the attainment of these outcomes. At this point, we have a preliminary plan to create an assessment plan with rubrics to assess SLO4 - Illustrate an ability to write for different purposes, to include APA Format
<p>Program Reflection and Summary</p>	<p>Our graduates are able to apply to graduate school with basic research and clinical/counseling skills necessary to be competitive. Basic research skills allow students to apply for jobs with their bachelor's degree and/or apply to graduate programs. We had two students present research findings at the Southwestern Psychological Association Convention in Albuquerque, NM this year. Their research and presentation skills were at a level comparable with the other students and graduate students in attendance at the convention. Clinical and/or counseling skills prepare our students to work for the Choctaw Nation as a social worker or behavioral science specialist or to apply for graduate study. The majority of our graduates apply and attend our graduate programs in Clinical Mental Health Counseling or School Counseling.</p>

PSYCHOLOGY

PROGRAM OUTCOMES

ASSESSMENT REPORT

FOR 2019-2020

EXECUTIVE PROGRAM SUMMARY

The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the mission of SOSU, in that students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and preparation for lifelong learning.

Last year, we began improving our assessment plan; however, due to the combined impact of faculty turnover and COVID-19, the planning and implementation of the new assessment plan has been temporarily halted. One stated goal in the 2018-19 Psychology Assessment Plan is to improve course alignment with the APA Guidelines and program alignment with the Student Learning Outcomes (SLO). Core psychology program faculty determined that a new assessment plan that focuses on alignment with the American Psychological Association is vital to the success of our students and program going forward.

During the 2019-20 academic year, program faculty additionally developed a new psychology degree area of focus in Community Psychology, which will be offered fully online. Students who select this area of focus will complete coursework in: Community Psychology, Lifespan Development, and Grantsmanship, as well as other courses that are required for all psychology majors. It is the belief of the Psychology Faculty that this track will be advantageous to our remotely located students who plan to work in Counseling and Social Work in the remote parts of Oklahoma and North Texas.

With the inclusion of Community Psychology, we have modified our assessment plan to be include all three areas of focus in psychology, i.e., (1) Clinical/Counseling, (2) Advanced Research, and (3) Community Psychology (fully online). However, the launching of this program focus area is temporarily on hold until all faculty vacancies in psychology are filled. The core psychology faculty are regularly teaching overload each semester, so it is very important that we

are able to attract and retain another full-time faculty/instructor before we can begin to offer any additional classes as detailed in the Community Psychology online focus area.

PROGRAM OUTCOMES ASSESSMENT REPORT TEMPLATE	
Department: Behavioral Sciences	
Degree Program: Psychology	
Report Submitted By: Amy N. Madewell, Ph.D. Date of Submission:	
Program Mission Statement: The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the university's mission, in that students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and preparation for lifelong learning.	
Goal: 1.1 Students will demonstrate they have developed a conceptual framework	
Student Learning Outcome 1	<i>ze key concepts, content domains, and applications of psychology</i>
<i>Recogni</i>	
General Education Assessment Measures	
Assessment 1. The ACAT Departmental Score Report focuses on six specific areas of psychological knowledge, to include: (1) abnormal psychology, (2) learning/cognition, (3) developmental psychology, (4) personality, (5) history and systems, and (6) social psychology. ACAT scores for each course will be calculated based upon the students who reported completion of the specific course domain. Refer to the Table in the assessment results. Score range from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology to take the exam. Thirty (30) students completed the ACAT exam during the 2019-20 academic year.	
Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)	
Ideal Target: 500 or above (At or above the national mean)	

2. A Psychology Pre-test/Post-test is a 27-item multiple choice exam measuring knowledge of psychological concepts is given in each section of Introduction to Psychology (PSY 1113) including the online sections that is aligned with the goals and outcomes of the General Education Program. A total of 166 students completed the pre and post test.

Acceptable Target: The pre-test revealed an average of 38% of students were able to pass with a 70% or better on the factual assessment questions from the pre-test and 86% were able to pass the posttest.

Ideal Target: We aim for a 70% pass rate.

Summary of Assessment 1. ACAT—Of the 30 students who completed the ACAT exam in Resultspsychology, the overall standard score for the test was 407, placing our students in the 18th percentile. A score of 407 is 93 points lower than the national mean, which is less than one standard deviation below the mean.

	<p>2. Pre-test/Post-test—Of the 166 students who completed the pre and posttests, the mean pretest score was a 16.11, SD = 4.52, which is a 59.67%. The mean posttest was a 21.65, SD = 4.20, which is an 80.18%.</p> <p>Pretest pass rate: 38% ($n = 60$ of 166)</p> <p>Posttest pass rate: 86% ($n = 138$ of 166), which is above the ideal target. When analyzing their mastery of the content, using a repeated measures t-test, the results were statistically significant, $t(160) = -16.46, p < .001$, with a mean difference of 5.54 more items correct on the posttest in comparison to the pretest.</p>
<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2020-2021 Academic Year. Student performance on the ACAT assessment exam was within the acceptable target range. Hence, no recommendations are made based on overall test results for this assessment period.</p> <p>2. The pre-test/post-test format will continue in 2020-2021. The results of this assessment demonstrate that students are understanding key concepts and the domains within psychology.</p>
<p>Student Learning Outcome 2</p>	<p>Demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research</p>

ACAT Departmental Score Report	<p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology to take the exam. Thirty (30) students completed the ACAT exam during the 2019-20 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> 1. ACAT subject area report on Statistics 2. ACAT subject area report on Experimental Design
Summary of Assessment Results	<ol style="list-style-type: none"> 1. ACAT exam Statistics subject area: Total $n = 30$ Overall score = 468 (Acceptable target range) Percentile = 37, meaning that this cohort of students scored only 32 points below our ideal target. This exhibits that our students are competitive with the students across the US when it comes to statistics. 2. ACAT exam Experimental Design subject area: Total $n = 30$ Overall score = 399 (Acceptable target range) Percentile = 16, meaning that this cohort of students scored 101 points below the mean score for the nation. This falls just 1 point short of the Acceptable Target range.
Use of Results and Reflection	<p>The ACAT Departmental Score Report for Psychology will continue to be used during the 2020-2021 Academic Year.</p> <p>Student performance on the Statistics and Experimental Design subject areas of the ACAT exam were within the acceptable target range. These results suggest that the three course sequence of research courses is resulting in comprehension and mastery of the key components necessary to interpret, design, and conduct research.</p>

Student Learning Outcome 3	<i>Evaluate ethical clinical standards of psychological science and practices</i>
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Method(s) of Assessment	<p>The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including critical thinking and problem-solving skills. For the academic year 2019-20, only 9 students completed the survey during the fall semester. Data from the spring semester was unavailable, due to the transition of face-to-face courses to an online format as a result of COVID-19. Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p> <p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Thirty (30) students completed the ACAT exam during the 2019-20 academic year. Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> 1. ACAT subject area report on Abnormal Psychology 2. ACAT subject area report on Clinical/Counseling Practices
Summary of Assessment Results	<p>Fall 2019-Spring 2020: ($n = 13$) Critical Thinking: $M = 1.3$, $SD = .63$ Problem-Solving: $M = 1.3$, $SD = .48$ Ideal Target was met in both areas (1.3 or lower).</p> <ol style="list-style-type: none"> 1. ACAT exam Abnormal Psychology subject area: Total $n = 30$ Overall score = 446 (Acceptable target range) Percentile = 29, meaning that this cohort of students scored only 54 points below our ideal target. 2. ACAT exam Clinical/Counseling Practices subject area: Total $n = 30$ Overall score = 465 (Acceptable target range) Percentile = 36, meaning that this cohort of students scored 35 points below the mean score for the nation. This falls within the Acceptable Target range.
Use of Results and Reflection	<p>The UPPSS will continue to be used during the 2020-2021 Academic Year. Based on assessment results, it seems that students are confident in the critical thinking and problem-solving skills they develop within the undergraduate psychology program. No program modifications are indicated at this time.</p>

Student Learning Outcome 4	Illustrate an ability to write for different purposes, to include APA Format
Method(s) of Assessment	1. The UPPSS is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including comprehending and expressing the language of psychology in writing. For the academic year 2019-20, 13 students completed the survey. We plan to evaluate the items related to language comprehension and written expression.

	Acceptable Target: M = 1.5 or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: M = 1.3 or lower
	2. The Research Methods Writing Rubric is in the development phase and will be initiated in the coming year and integrated in the following POAR (on hold).
Summary of Assessment Results	Fall 2019-Spring 2020: ($n = 13$) Language Comprehension: M = 1.38, SD = .50 (Acceptable Target Range) Written Expression: M = 1.30, SD = .63 (Ideal Target Range)
Use of Results and Reflection	<ul style="list-style-type: none"> The UPPSS will continue to be used during the 2020-2021 Academic Year. Based on assessment results, it seems that students are confident in their skills in comprehending and expressing the language of psychology in writing. In hopes of attaining a peer-reviewed process of rating final papers submitted to PSY 3433 – Research Methods, we will include a summary of inter-rater reliability of the grading rubric to better assess the mastery of their scientific writing abilities.
Student Learning Outcome 5	Apply psychological content and skills to creating life and career goals

<p>ACAT Departmental Score Report</p>	<p>1. The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. Thirty students completed the ACAT exam during the 2019-20 academic year. We use the Human Learning and Cognitive subject area to assess this SLO. Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <p>2. The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including ability to gather and use psychological information and resources. For the academic year 2019-20, 13 students completed the survey. Acceptable Target: M = 1.5 or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: M = 1.3 or lower</p>
<p>Summary of Assessment Results</p>	<p>1. ACAT exam Human Learning and Cognition subject area: Total $n = 30$ Overall score = 474 (Acceptable target range) Percentile = 40. A score of 474 is 26 points lower than the national mean.</p> <p>2. UPPSS Total ($n = 13$) Ability to gather information of a psychological nature: M = 1.3, SD = .48 (Ideal Target Range) Ability to use psychological resources: M = 1.38, SD = .50 (Acceptable Target Range)</p>
<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2020-2021 Academic Year. Based on research knowledge and research skills within the state of Oklahoma, we are very pleased that our typical student is scoring so close to the national mean.</p>

	<p>2. The UPPSS will continue to be used during the 2020-2021 Academic Year. Based on assessment results, it seems that students are confident in their skills in gathering and utilizing psychological information and resources. No program modifications are indicated at this time.</p>
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<p>Use of Results and Reflection</p>	<p>1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2020-2021 Academic Year. Students who reside in Bryan County have an increased possibility of experiencing chronic stress and trauma associated with high risk factors. Hence, it is expected that our students would be higher in empathy and understand the challenges that life presents. These life experiences contributing to psychological awareness are then strengthened through didactic training they receive in numerous clinically-oriented courses, (e.g., PSY 4443 – Interviewing Skills, PSY 4543 – Field Experiences in Psychology, and PSY 4353 – Psychological Testing). ACAT subject area scores in both Clinical/Counseling and Abnormal suggest that our students are able to apply psychological theory to practice at a level that approaches the national mean.</p> <p>1. The UPPSS will continue to be used during the 2020-2021 Academic Year. Based on assessment results, it seems that students perceive that they are able to apply psychological theory to practice.</p> <p>2. A committee on Program Alignment was created in August 2019 to consolidate SLO's and to focus on program alignment toward the attainment of these outcomes. At this point, we have a preliminary plan to create an assessment plan with rubrics to assess SLO4 - Illustrate an ability to write for different purposes, to include APA Format</p>
<p>Program Reflection and Summary</p>	<p>Our graduates are able to apply to graduate school with basic research and clinical/counseling skills necessary to be competitive. Basic research skills allow students to apply for jobs with their bachelor's degree and/or apply to graduate programs. We had two students who submitted and were accepted to be a speaker at the Southwestern Psychological Association Convention in Dallas, TX this year; however, this convention was canceled due to COVID- 19 precautions. The students practiced and developed their research and presentation skills despite this unexpected event. Clinical and/or counseling skills prepare our students to work for the Choctaw Nation as a social worker or behavioral science specialist or to apply for graduate study. The majority of our graduates apply and attend our graduate programs in Clinical Mental Health Counseling or School Counseling.</p>

PSYCHOLOGY

PROGRAM OUTCOMES

ASSESSMENT REPORT

FOR 2020-2021

EXECUTIVE PROGRAM SUMMARY

The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the universities mission, in that, students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and to prepare for lifelong learning.

Last year, we began improving our assessment plan; however, due to faculty retention concerns and lack of tenure-track faculty and due to COVID-19 changes, the planning and implementation of the new assessment plan has been halted. During this time, we moved to having 1.5 full-time Professors in Psychology, Dr. Amy Madewell, and Dr. Hicks working half-time in Psychology while serving as Chair for seven programs. Dr. Charla Hall moved to work full-time as the Program Coordinator for the Clinical Mental Health Counseling graduate program due to faculty retirements and other reasons.

During this time, the Psychology Program did get approval to hire two new full-time hires, one Tenure- Track Assistant Professor in Durant and one Instructor line that is 100% remote. Furthermore, we are in the process of developing two new degree tracks that will be offered completely online. First, we will offer a degree track in Community Psychology. In this track, students will potentially take courses related to Community Psychology, Development and Trauma, and Grant- writing. The other track will be a Comprehensive Psychology track. It is the belief of the Psychology Faculty that these tracks will be advantageous to our remotely located students who plan to work in Counseling and Social Work in the remote parts of Oklahoma and North Texas. With the inclusion of these tracks, we have modified our assessment plan to be inclusive of all four tracks, i.e., (1) Clinical/ Counseling, (2) Advanced Research, (3) Community Psychology (completely online track) and (4) Comprehensive Psychology (online). These new tracks are currently being developed, with plans to submit them to the Curriculum Committee in the coming months.

The Core Psychology Faculty are teaching overloads every semester, so it is very important that we are able to attract and retain another full-time faculty/instructor before we can begin to offer any additional classes as detailed in the Community and Comprehensive Psychology online tracks.

PROGRAM OUTCOMES ASSESSMENT REPORT TEMPLATE	
Department: Behavioral Sciences	
Degree Program: Psychology	
Report Submitted By: Amy N. Madewell, Ph.D.	Date of Submission:
<p>Program Mission Statement: The Mission of the Psychology Program at Southeastern Oklahoma State University is integrated closely with that of the American Psychological Association (APA), in that students will be prepared to: (1) recognize key concepts, content domains, and applications of psychology, (2) demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research, (3) evaluate ethical clinical standards of psychological science and practices, (4) illustrate an ability to write for different purposes, to include APA Format, and (5) apply psychological content and skills to creating life and career goals. Furthermore, the mission is integrated with the universities mission, in that, students will be equipped for informed citizenship with an appreciation of human values, a sharpened sensitivity to human diversity, and to prepare for lifelong learning.</p>	
Goal: 1.1 Students will demonstrate they have developed a conceptual framework	
Student Learning Outcome 1	<i>Recognize key concepts, content domains, and applications of psychology</i>
General Education Assessment	<p>Assessment Measures</p> <p>1. The ACAT Departmental Score Report focuses on six specific areas of psychological knowledge, to include: (1) abnormal psychology, (2) learning/cognition, (3) developmental psychology, (4) personality, (5) history and systems, and (6) social psychology. ACAT scores for each course will be calculated based upon the students who reported completion of the specific course domain. Refer to the Table in the assessment results. Score range from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology to take the exam. Twenty seven (27) students completed the ACAT exam during the 2020-21 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p>

	Ideal Target: 500 or above (At or above the national mean)
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	<p>2. A Psychology Pre-test/Post-test is a 30-item multiple choice exam measuring knowledge of psychological concepts is given in each section of Introduction to Psychology (PSY 1113) including the online sections that is aligned with the goals and outcomes of the General Education Program. A total of 322 students completed the pre and post test.</p> <p>Acceptable Target: The pre-test mean score was a 17.30 or a 57.66% correct. The post-test mean score was a 22.08 or a 73.60%. The results of a paired samples t-test reveal that the post-test scores were statistically significantly higher than the pre-test scores, $t(321) = -19.18, p < .001$. Based on this data, we met our ideal target of having the majority of our students earning a passing score.</p> <p>Ideal Target: We aim for a 70% pass rate.</p>
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<p>Summary of Assessment Results</p>	<p>1. ACAT—Of the 27 students who completed the ACAT exam in psychology, the overall standard score for the test was 414, placing our students in the 19th percentile. A score of 414 is 86 points lower than the national mean, which is less than one standard deviation below the mean.</p> <p>2. Pre-test/Post-test—Of the 322 students who completed the pre and posttests, the mean pretest score was a 17.30, SD = 5.12, which is a 57.66%. The mean posttest was a 22.08, SD = 5.16, which is an 73.60%.</p> <p>Pretest pass rate: 24% ($n = 78$ of 322) Posttest pass rate: 76% ($n = 244$ of 322), which is above the ideal target. When analyzing their mastery of the content, using a repeated measures t-test, the results were statistically significant, $t(321) = -19.18, p < .001$, with a mean difference of 4.78 more items correct on the posttest in comparison to the pretest.</p>
<p>Use of Results and Reflection</p>	<ol style="list-style-type: none"> 1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2021-2022 Academic Year. Student performance on the ACAT assessment exam was within the acceptable target range. Hence, no recommendations are made based on overall test results for this assessment period. 2. The pre-test/post-test format will continue in 2021-2022. The results of this assessment demonstrate that students are understanding key concepts and the domains within psychology.
<p>Student Learning Outcome 2</p>	<p>Demonstrate ability to use scientific reasoning to interpret, design, and conduct basic psychological research</p>

<p>ACAT Departmental Score Report</p>	<p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology to take the exam. Twenty seven (27) students completed the ACAT exam during the 2020-21 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.) Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> 1. ACAT subject area report on Statistics 2. ACAT subject area report on Experimental Design
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Summary of Assessment Results	<p>1. ACAT exam Statistics subject area: Total $n = 27$ Overall score = 440 (Acceptable target range) Percentile = 27, meaning that this cohort of students scored 60 points below our ideal target. This exhibits that our students are competitive with the students across the US when it comes to statistics.</p> <p>2. ACAT exam Experimental Design subject area: Total $n = 27$ Overall score = 409 (Acceptable target range) Percentile = 18, meaning that this cohort of students scored 91 points below the mean score for the nation. This falls within the Acceptable Target range.</p>
Use of Results and Reflection	<p>The ACAT Departmental Score Report for Psychology will continue to be used during the 2021-2022 Academic Year.</p> <p>Student performance on the Statistics and Experimental Design subject areas of the ACAT exam were within the acceptable target range. These results suggest that the three course sequence of research courses is resulting in comprehension and mastery of the key components necessary to interpret, design, and conduct research.</p>
Student Learning Outcome 3	<i>Evaluate ethical clinical standards of psychological science and practices</i>
Method(s) of Assessment	<p>The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including critical thinking and problem-solving skills. For the academic year 2019-20, 0 students completed the survey. Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) Ideal Target: $M = 1.3$ or lower</p>

	<p>The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. In addition, the student must have completed or be currently enrolled in PSY 4543 Field Experience in Psychology in order to take the exam. Twenty seven (27) students completed the ACAT exam during the 2020-21 academic year.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p> <ol style="list-style-type: none"> 1. ACAT subject area report on Abnormal Psychology 2. ACAT subject area report on Clinical/Counseling Practices
<p>Summary of Assessment Results</p>	<p>Fall 2020-Spring 2021: ($n = 0$)</p> <p>In the fall 2020, when Field Experience transitioned to an online course delivery, the adjunct teaching this course failed to transfer the survey to an online format; therefore, we do not have the data for this year. We will have data from fall 2021.</p> <ol style="list-style-type: none"> 1. ACAT exam Abnormal Psychology subject area: Total $n = 27$ <p>Overall score = 478 (Acceptable target range) Percentile = 41, meaning that this cohort of students scored only 22 points below our ideal target.</p> <ol style="list-style-type: none"> 2. ACAT exam Clinical/Counseling Practices subject area: Total $n = 27$ <p>Overall score = 471 (Acceptable target range) Percentile = 39, meaning that this cohort of students scored 29 points below the mean score for the nation. This falls within the Acceptable Target range. These results support that our ability to teach these courses online resulted in the best outcomes for our students in the past five years. These courses were taught using online methods supported with Zoom.</p>
<p>Use of Results and Reflection</p>	<p>The UPPSS will continue to be used during the 2021-2022 Academic Year. Based on assessment results, it seems that students are confident in the critical thinking and problem-solving skills they develop within the undergraduate psychology program. No program modifications are indicated at this time.</p>
<p>Student Learning Outcome 4</p>	<p>Illustrate an ability to write for different purposes, to include APA Format</p>

Method(s) of Assessment	<p>1. The UPPSS is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including comprehending and expressing the language of psychology in writing. For the academic year 2020-21, 0 students completed the survey. We planned to evaluate the items related to language comprehension and written expression, but due to the pandemic, this survey was not administered.</p> <p>Acceptable Target: $M = 1.5$ or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: $M = 1.3$ or lower</p>
	<p>2. The Research Methods Writing Rubric is in the development phase and will be initiated in the coming year and integrated in the following POAR (on hold).</p>
Summary of Assessment Results	Fall 2020-Spring 2021: ($n = 0$)
Use of Results and Reflection	<p>The UPPSS will continue to be used during the 2021-2022 Academic Year. Based on assessment results, it seems that students are confident in their skills in comprehending and expressing the language of psychology in writing.</p> <p>In hopes of attaining a peer-reviewed process of rating final papers submitted to PSY 3433 – Research Methods, we will include a summary of inter-rater reliability of the grading rubric to better assess the mastery of their scientific writing abilities.</p>
Student Learning Outcome 5	Apply psychological content and skills to creating life and career goals
ACAT Departmental Score Report	<p>1. The ACAT Departmental Score Report focuses on ten specific areas of psychological knowledge, with scores ranging from 200 to 800, with an average of 500 and a standard deviation of 100. The exam is given to Psychology majors who have completed at least 90 hours and at least 18 hours in PSY courses. Thirty students completed the ACAT exam during the 2020-21 academic year. We use the Human Learning and Cognitive subject area to assess this SLO.</p> <p>Acceptable Target: 400 (Within 100 points of the national mean, which is equal to one standard deviation.)</p> <p>Ideal Target: 500 or above (At or above the national mean)</p>

	<p>2. The Undergraduate Psychology Program Student Survey (UPPSS) is a survey of senior students completed each semester. Students rate themselves in 20 domains tied to the learning goals for the psychology program, including ability to gather and use psychological information and resources. For the academic year 2020-21, 0 students completed the survey.</p> <p>Acceptable Target: M = 1.5 or lower on items assessing critical thinking and problem-solving (1 = Agree Strongly, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)</p> <p>Ideal Target: M = 1.3 or lower</p>
<p>Summary of Assessment Results</p>	<ol style="list-style-type: none"> 1. ACAT exam Human Learning and Cognition subject area: Total $n = 27$ Overall score = 442 (Acceptable target range) Percentile = 28. A score of 442 is 58 points lower than the national mean. 2. UPPSS Total ($n = 0$)

<p>Use of Results and Reflection</p>	<ol style="list-style-type: none"> 1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2021-2022 Academic Year. Based on research knowledge and research skills within the state of Oklahoma, we are very pleased that our typical student is scoring so close to the national mean. 2. The UPPSS will continue to be used during the 2021-2022 Academic Year. Based on assessment results, it seems that students are confident in their skills in gathering and utilizing psychological information and resources. No program modifications are indicated at this time.
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<p>Use of Results and Reflection</p>	<ol style="list-style-type: none"> 1. The ACAT Departmental Score Report for Psychology will continue to be used during the 2020-2021 Academic Year. Students who reside in Bryan County have an increased possibility of experiencing chronic stress and trauma associated with high risk factors. Hence, it is expected that our students would be higher in empathy and understand the challenges that life presents. These life experiences contributing to psychological awareness are then strengthened through didactic training they receive in numerous clinically-oriented courses, (e.g., PSY 4443 – Interviewing Skills, PSY 4543 – Field Experiences in Psychology, and PSY 4353 – Psychological Testing). ACAT subject area scores in both Clinical/Counseling and Abnormal suggest that our students are able to apply psychological theory to practice at a level that approaches the national mean. 2. The UPPSS will continue to be used during the 2021-2022 Academic Year. Based on assessment results, it seems that students perceive that they are able to apply psychological theory to practice. 3. A committee on Program Alignment was created in August 2019 to consolidate SLO's and to focus on program alignment toward the attainment of these outcomes. At this point, we have a preliminary plan to create an assessment plan with rubrics to assess SLO4 - Illustrate an ability to write for different purposes, to include APA Format (on hold).
<p>Program Reflection and Summary</p>	<p>Our graduates are able to apply to graduate school with basic research and clinical/counseling skills necessary to be competitive. Basic research skills allow students to apply for jobs with their bachelor's degree and/or apply to graduate programs. We had two students who submitted and were accepted to be a speaker at the Southwestern Psychological Association Convention in Frisco, TX this year; however, this convention was held online. The students practiced and developed their research and presentation skills with the addition of developing an online presentation for dissemination. Clinical and/ or counseling skills prepare our students to work for the Choctaw Nation as a social worker or behavioral science specialist or to apply for graduate study. The majority of our graduates apply and attend our graduate programs in Clinical Mental Health Counseling or School Counseling.</p>

PROGRAM REVIEW REPORT EXTERNAL CONSULTANT

**BACHELOR OF ARTS, PSYCHOLOGY
DEPARTMENT OF BEHAVIORAL SCIENCES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY, DURANT**

SEPTEMBER, 2022

**Submitted by Mickie Vanhoy, Professor of Psychology
University of Central Oklahoma, Edmond**

EXECUTIVE SUMMARY

The external review consultant met with the Vice President of Academic Affairs, Department of Behavioral Sciences chair, Psychology Program Coordinator, faculty, and students on Monday, August 15, 9:00 AM - 1:00 PM. Interviews were conducted after the receipt of the internal self-study; interviews took place virtually, on Zoom. The Department's self-study for program review was written by faculty, program coordinator, and department chair. The internal self-study report, SE's website (se.edu), and interviews form the basis of this report. The program was compared to other similar regional state universities' programs. Appendices contain tables from the self-report that highlight some of the most important points.

The Psychology faculty in the Department of Behavioral Sciences are well-regarded on campus for their teaching, scholarship, and service. They provide a high-quality bachelor's degree that helps its graduates meet their academic and professional goals and go on to positively affect their communities. The program collaborates with entities across the entire campus and in the surrounding communities, inside and outside the state. The degree program is quite likely under-appreciated; it represents a large major, providing value for students and the institution, especially in the current climate.

The Program does more with its few resources than most other programs. For example, the program has carried out substantial assessment activities, using direct and indirect evidence of student learning. It exceeds university averages across many domains, in some cases by two or three times, but it needs support to grow.

A lack of attention to the resource situation has resulted in considerable overload for the faculty who are still full-time in the department, especially for those on service assignments outside it. A high quality program cannot exist indefinitely on over-commitment and under-compensation.

- *Recommendation: Administration should fund a replacement hire with a Counseling or Clinical background and another line for Cognitive or Physiological Psychology. These hires would reinvigorate the program. Ideally, the program could hire full-time faculty who can assume teaching and advising duties. Long term, departing faculty should be replaced by new tenure-track hires. This recommendation echoes the most recent prior review.*
- *Recommendation: The degree program could be more visible in its immediate area and beyond, for example, in the relatively nearby city of Sherman, TX, which is predicted to experience some growth. There, the high quality research and practical experiences of its graduates could be showcased for employers. The program could benefit from institutional marketing support. The potential out-of-state stream can be realized only if the program has the necessary resources to capitalize on its position as the only psychology bachelor's degree for many miles.*

Leaving aside the question of where to find adequate funding, this is a highly competent and productive undergraduate program. The major is large and more students graduate each year than in some other undergraduate programs. It needs the administration to ascertain how to support it at the level it deserves.

INTRODUCTION

The external consultant visited on Monday October 15, 2022. Several people were interviewed, including:

- Vice President of Academic Affairs, Dr. Teresa Golden
- Behavioral Sciences Department Chair, Dr. Jennifer Hicks
- Program Coordinator, Dr. Amy Madewell
- Psychology tenure-track, full-time, and adjunct faculty
- Psychology student majors

The Department's self-study for program review was authored by Dr. Courtney Boise, Dr. Jennifer Hicks (Department Chair), Dr. Charla Hall, Dr. Amy Madewell (Program Coordinator), and Dr. Joseph Simons-Rudolph. The self-study contained general information about the program, implementation of previous recommendations, the focused program review, various program and institution metrics and summary statistics, and recommendations. This report from the external reviewer will address the information provided in the self-study as well as information obtained from interviews on campus.

Section One: Program Description

Bachelor of Arts in Psychology: The Department of Behavioral Sciences at Southeastern offers a high quality undergraduate degree in Psychology. The curriculum is similar, a bit smaller, than others in the state system: the current 40 semester-hour major (13 courses + 1 one-credit seminar) with 8 core courses, including four research methods courses, one diversity-focused course, and three electives. Additional courses focus on counseling or advanced research methods. The minor is 18 semester-hours (6 courses) including *Introduction to Psychology*, two advanced content courses, and three electives. The curriculum transitions to a track model in 2023 to address three needs: 1) to give majors a scaffold as they discover their specialized interests 2) to offer a fully online degree program in Community Psychology to align with trends in student recruitment and complement the existing applied human service aspect 3) it will add a Comprehensive option for those interested in basic and applied psychology outside of human services. The degree will still be 40 credit hours (13 courses + 1 one-credit seminar) with a common two-part core for all four tracks (five content courses and three research methods courses). Benefits to program and students are a streamlined, common foundation of theories and principles enhanced by elective and track-required courses taught at a higher and more consistent level. The Community Psychology track broadens the degree and including program development, management, evaluation, and grant writing.

One distinctive positive feature of the program is that care is taken to ensure that *Introduction to Psychology* is taught by full-time faculty and not adjunct faculty as is common elsewhere. Full-time faculty also teach at least two core classes. The program also has the distinction of being the only psychology bachelor's degree available to those in under-served, rural areas of three states. It is an

important program for its role in keeping Oklahoma residents in-state.

The program strongly supports the institution's General Education Program with PSY 1113 – *Introductory Psychology* and is one of the larger majors at SE, generating a high volume of credit hours. The faculty meet their service obligations, maintain scholarly productivity, and provide personalized advising for every major and minor. That is especially impressive given the paucity of available faculty.

Section Two: Appraisal of Program Components

Program goals, objectives, and student outcomes: The Psychology degree at Southeastern is a lean 40 hours; the goal is for students to do well on several direct measurements of the outcomes. It is unusual for being the only bachelor's degree in psychology available to residents in the higher education desert of southern Oklahoma, western Arkansas, and northern Texas. The program is guided by four specific, clear, and appropriate learning outcomes for the discipline articulated by the American Psychological Association's Task Force on Undergraduate Education and assessed with accepted direct and indirect methods.

Relative strengths and weaknesses: The program's greatest strength is the quality of faculty scholarship and their commitment to helping their students achieve this excellence in their own endeavors. An enduring weakness in the program is the excessive and problematic reliance on adjunct faculty. Maintaining credit hour production in this way means increasing the administrative, advising, hiring and other service burden on full-time faculty. This may also contribute to the program's high turnover. The Psychology Program Coordinator in particular deserves special mention for assuming the responsibility for maintaining the program's effectiveness and reputation in the face of these challenges.

The most prominent threat to the program is probably the combined impact of decreased state allocations and the continuing fallout from the public health emergency. Many accomplished full-time and adjunct faculty have left the university and the trend will most likely continue. Currently, counting the department chair, there are only 4.5 full-time faculty members, thus, the program can offer only the minimum number of courses necessary for timely graduation and service obligations to other campus programs. Some consequences: few elective courses taught by full-time faculty, limited opportunities for student research/internships/field experiences, and reduced student engagement in the Psi Chi Honor Society and Psychology Club (both dormant since spring 2020). These are essential opportunities for students' personal and career development that add value to the program, department, and university. Despite the lack of resources, the Psychology program is developing a fully online degree option for submission in Fall 2022. This may facilitate an increase of 150 majors and possible new hires.

- *Recommendation: SE administration should fund a replacement hire with a Counseling or Clinical background and an additional faculty line for Cognitive or Physiological Psychology. These hires would reinvigorate the program. Ideally, the*

program would be able to hire full-time faculty who can assume teaching and advising duties. Long term, faculty who leave should be replaced by new tenure-track hires. This recommendation echoes that from the most recent prior review.

Compatibility of this program with the mission of SE: Excellent. The program equips students to be informed citizens who appreciate human values, are sensitive to human diversity, and prepared for lifelong learning.

Curriculum (breadth, depth, requirements, course sequence, etc.): The updated 2023 Psychology Curriculum was designed build the strengths of the current curriculum while addressing three needs: a more consistent scaffold structure for majors and minors, a fully online degree program in Community Psychology, a Comprehensive option for those interested in basic or applied psychology outside human services. The 2023 curriculum will have 40 credit hours (13 courses + 1 one-credit seminar) with four Degree Tracks: Comprehensive, Clinical, Community Psychology, and Advanced Research. There is a common two-part core for all four tracks with five foundational courses and three research methodology courses with differing numbers of electives and delivery modes.

This revised curriculum will provide several benefits to the program and students. First, the core will provide students a more consistent foundation in Psychology that can be built upon in both elective and Track required courses. This structure core will reduce the variability in student knowledge of Psychology theories and principles, allowing elective and Track courses to be taught at a higher and more consistent level. The Community Psychology program enhances the human services aspect by including workplace skills in program development, management, evaluation, and grant writing.

On paper, the curriculum provides good depth and breadth and resembles similar programs like Texas A&M Commerce and others in the RUSO system. The major requires 40 semester hours. In practice, although faculty are committed to the university and its students, they can only keep course offerings deep enough and varied enough for majors and minors to graduate on time, some electives cannot be offered regularly, thus, SE's students are not getting exposed to the full scope of their chosen discipline. Students remarked that there were electives they would have liked but were not offered in their timeline.

Faculty (educational qualifications, experience, scholarship, workload, initiative, and morale):

The full-time faculty have doctorates in their specialties and represent a broad swath of the discipline, particularly in applied areas that directly influence communities. They have appropriate scholarly and practical experience and have been at SE from 6-23 years. Each is experienced in face-to-face and distance instructional delivery. The self-study shows remarkable scholarly productivity and professional development activity among the faculty in the last few years, despite their circumstances. They have established a culture of scholarship and active service to university, community, and profession. Department Chair, Dr. Hicks, somehow has created a supportive and cohesive work climate where Psychology faculty are able to function as an independent disciplinary unit with professional autonomy. Regular meetings amongst the Department of Behavioral Sciences faculty and staff meet

each semester to discuss university updates and goals for the semester as a large department. Dr. Hicks encourages and mentors faculty on teaching, advising, and scholarship. The amicable atmosphere among Psychology, EICD, Criminal Justice, and Sociology undergraduate programs is aided by distance communication technology. Productive and efficient interactions happen through email and Zoom, with additional face-to-face interactions. Informally, the faculty seem genuinely supportive and compatible. This is laudable, given the recent turnover and restructuring.

The data in Table 10A (Appendix A) are of concern. The faculty teaching load is about twice that of other undergraduate programs in the university without including their contributions to other programs like Sociology, Criminal Justice, Education, and Early Intervention and Child Development, Business, and Kinesiology. Promised reduced teaching loads have not materialized. Salaries have not been adjusted for this overload, resulting in considerable inequity when compared across the institution. While morale still seems quite positive and the program enjoys a positive relationship with the administration overall, the current level of functioning seems unsustainable.

Operational procedures and program processes: The Department of Behavioral Sciences includes four undergraduate programs (Psychology, Sociology, Criminal Justice, and EICD) and three graduate programs (CMHC, School Counseling, and EICD) all served by a one department chair and one administrative assistant. Without a dean right now, Dr. Hicks (department chair) absorbs extra responsibilities, leaving Dr. Madewell (program coordinator) to absorb some extra duties also. Drs. Hicks and Madewell are operating in these capacities without corresponding relief from other duties. It is unknown whether there will be an administrative assistant going forward.

Departmental coordination and faculty involvement in the program management: Departmental coordination and faculty involvement are exemplary.

Students (abilities, attrition, attitude, academic achievement, and post-graduate success): Program graduates have a foundation in the study of behaviors, attitudes, and mental health that can prepare them for advanced studies or careers in human services, counseling, social work, and psychology. The curriculum is STEM-based—students learn to read and write scholarly papers, use statistical analyses, and pursue their own research. Some classes prepare students for managing difficult dialogues or facilitating conflict resolution—valuable workplace skills. Alumni follow a variety of paths—some pursue advanced degrees in social work or counseling, some have doctoral-level goals, some go to work in social services, others work outside their major field. Many return to their home towns, where the value of their psychology knowledge and skills are not in demand, thus, some leave the area to remain in the field.

Although there were declines in some areas, the program consistently exceeds the university averages for graduation, retention, and credit hour production. Students were enthusiastic about the program overall and talked about how positive their experiences with faculty have been. They agreed that faculty prioritize student needs appropriately and make every effort to ensure a quality learning environment. They were aware of the importance of research experiences and would like to have more opportunities to work on projects with faculty. They would like more elective

offerings and feel prepared to use their skills in a variety of workplaces.

Assessment Plan for the Program: Outcomes measurement is a particularly strong feature of the program. The goal is for students to perform adequately or better in assessments of discipline knowledge, basic principles of research design and data analysis, effective written communication in the discipline's accepted style, and the evaluation of prior research. They are measured with indirect methods like student surveys and standard direct methods like pre-test/post-tests and the ETS Major Field Examination. Scores that fall within ten points of the national average are considered "acceptable". Scores here are historically in the "acceptable" or "ideal" range.

Resources (financial support, library, and other academic support services, etc.): Table 2 (Appendix B) of the self-study contains the financial resource allocation in support of the Department of Behavioral Sciences including Psychology and shows improvement from the low of FY2018 but as teaching salaries have increased, the number of full-time faculty has dropped from seven to five (including the chair) and the number of adjuncts has increased from 11 to 13.

The faculty overload situation is not conducive to the pursuit or maintenance of external funding streams like grants. The Foundation provides some funding for tuition waivers for outstanding majors.

Although the university has improved classroom technology, the university faculty survey data show that instructional technology is perceived as less current and available than previously. Faculty and students do have the Center for Instructional Development and Technology on Campus to support use of classroom technology and help with issues related to Blackboard and Zoom.

Facilities (classrooms, laboratories, offices, equipment, etc.): The program has office and classroom space in Russell Building but some faculty offices are shared space divided by temporary walls that compromise confidentiality and may deflate morale or dampen productivity. The lack of dedicated laboratory space for a STEM-grounded program is a serious concern. This issue affects many aspects of the program's well-being, including the preparation of students for a future where research experiences are crucial.

Relative program costs and effective use of resources provided to the program: The program does more with its few resources than could be reasonably expected. For a scientific discipline to survive on a shoestring and still provide quality research and clinical experiences for students despite having little space or equipment for researching and training is impressive.

Administrative/Institutional support of the program: There is a missing layer of administration, with the VPAA serving as *de facto* dean, thus, some responsibilities are shifted onto the department chair and driving some others onto the program coordinator. It is unclear whether there is an expectation of retaining an administrative assistant. The resource situation has overloaded full-time and tenure-track faculty whose burden of administrative assignments limits their ability to network outside their silos and develop professionally. Despite the current lack of faculty resources, the

psychology program provides a high-quality degree program and graduates students on time. It is clear, however, that no program so consistently over-committed and under-supported can be expected to sustain excellence indefinitely.

Other Factors: size of classes, total enrollment in program, number of graduates: Class sizes are related to the shortage of faculty. Total enrollment and number of graduates exceeds capacity. This program urgently needs more faculty. There is good potential for growth if the program receives the necessary allocations. One indicator of the success of the program is the relatively high graduation rate among psychology students at SE. Psychology is a STEM discipline and some students may delay or drop courses perceived as difficult, thus, efforts are put toward reducing the D/F/W rate for courses like *Physiological Psychology*.

Section Three: Overall Program Quality Rating

The overall rating of this program relative to other similar programs is “very good” but it could be “outstanding” if it had the advantages some comparison programs enjoy: additional faculty, space, and administrative support. The faculty collective deserves the highest possible rating for their effort and care but a rating of “outstanding” requires more support from their institution and their state.

Section Four: Self-Study Recommendations

The self-study describes a Psychology program that is a lean and efficient academic unit outperforming the university average in nearly all measures reported, especially semester credit hours. The program is student-centered and attention is given to academic advising. Faculty are active in scholarship and service; they deserve recognition for their commitment. The self-study identifies areas for refinement and makes the following recommendations, all can be implemented without a substantial input of dollars.

The reviewer concurs with the self study recommendations.

1. Complete a review of the Psychology Curriculum to fully understand the current curriculum requirements for majors, General Education, and service courses for other programs. Use this review to adjust course offering and request resources for the Program.
2. Develop a 5-year plan for the Psychology program, including a Vision and Mission. This will be designed to help prioritize where the program should direct its efforts and clarify what additional resources will be necessary for the Program to continue to thrive.

These are useful activities, some of this may have been explored as the new curriculum was created, Any new energy on these points may be best spent with the HLC visit in mind.

3. Obtain approval for the Proposed 2023 Psychology Curriculum to implement degree plans with

more robust scaffolded structure, including a set of core content and research methods classes.

4. Obtain approval for the Online Psychology Degree program and launch the program as soon as possible in order to reach students who are unable to attend courses on campus.

5. Reestablish a Psi-Chi Honor Society and a Psychology Club to provide more opportunities for interaction between students interested in Psychology.

• *Recommendation: PSY 4973 and PSY 4981 are cost neutral and give the program flexibility. In the case of individualized studies, effort should be made to reduce the amount of energy spent out of load. Perhaps offering a regular seminar geared to the current cohort's interests and goals could somewhat offset the inability to offer specific electives, for example, Forensic Psychology.*

• *Recommendation: The university could support the program's marketing efforts, including the use of social media, to recruit new students in and out of state. This would be cost efficient and conserve some of the department's energy.*

• *Recommendation: Provide reimbursement to the department for the courses taught outside the department, at a sufficient level to hire part-time faculty to cover courses that need to be offered to keep students on track to graduation.*

• *Recommendation: SE administration should fund a replacement hire with a Counseling or Clinical background and an additional faculty line for Cognitive or Physiological Psychology. These hires would reinvigorate the program. Ideally, the program would be able to hire full-time faculty who can assume teaching and advising duties. Long term, faculty who leave should be replaced by new tenure-track hires. This recommendation echoes that from the most recent prior review.*

CONCLUSION

The Psychology faculty in the Department of Behavioral Sciences are well-regarded on campus for their teaching, scholarship, and service. They provide a high-quality bachelor's degree that helps graduates meet their academic, professional, and personal goals so they can positively affect their communities. The program is undervalued for its contribution to the institution. It collaborates with entities across the entire campus and surrounding communities. Its location means that it can draw students from inside and outside the state.

The degree program could be more visible in its immediate area and beyond, for example, in the relatively nearby city of Sherman, TX, which is predicted to experience some growth. There, the high quality research and practical experiences of its graduates could be showcased for employers. The program could benefit from institutional marketing support. The potential out-of-state stream can be realized only if the program has the necessary resources to capitalize on its position as the only psychology bachelor's degree for many miles. The Southeastern Psychology bachelor's degree

program is an under-appreciated green place in the region's rural higher education desert.

The Program puts its few resources to good use. The resource situation has overloaded full-time and tenure-track faculty who are still doing their best. A high quality program cannot continue indefinitely on under-compensation and over-commitment. This is a very accomplished and productive undergraduate program. It needs the administration to ascertain how to support it at the level it deserves.

APPENDIX A

Table 10. Instructional Load and Student Credit Hour Production for Departmental Faculty

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total SCH	Average SCH
University Average (UG)	294.9	308.8	294.4	300.3	300.7	311.2	978.6	240.9
Undergraduate Instructor Name:								
ATCHLEY L	228	216					444	222.0
BOATMUN T			228	309	252	282	1071	267.8
CALIX S				96	90		186	93.0
COUCH F				90	117	186	393	131.0
COX K	15						15	15.0
CRISWELL R		75					75	75.0
CROW T	1134	480	456	342	402		2814	562.8
DANIELS C	426	468					894	447.0
DUELL B	594	750	687	108			2139	534.8
FRANKLIN S	39						39	39.0
FULENCHEK D	117						117	117.0
GIAMPORCARO					99	375	474	237.0
HALL C	828	833	786	741	711	133	4032	672.0
HICKS JE	596	568	611	252	363	288	2678	446.3
HUDGENS E					117	294	411	205.5
JAMISON A	18						18	18.0
JONES P	102						102	102.0
JORGENSEN J	93	84					177	88.5
KYTOLA K			273				273	273.0
LIM M	465	402	264	183		42	1356	271.2
LOWRY A			27	99	201	162	489	122.3
MADEWELL A	787	567	497	547	342	465	3205	534.2
MAUZEY E	67	370	432				869	289.7
MORALES K				78	195	123	396	132.0
MORGAN K	63						63	63.0
MULLENS C				216	279	438	933	311.0
PONCE-GARCIA	18		126	495	662	138	1439	287.8
REID J	123	162	42	51	27	75	480	80.0
RORING S			51				51	51.0
SELLERS B				114			114	114.0
SHIPMAN D				225	105	16	346	115.3
SHULENBERGE R				108	234	474	816	272.0
SNEED T			186			120	306	153.0
SPENCER S	12	6	150	153	216		537	107.4
SUMMRALL R			216	252	417	222	1107	276.8
VITEZ M						480	480	480.0
WOLFE D						516	516	516.0
WYATT L	66						66	66.0

APPENDIX B

Table 2. Departmental Allocations by Budget Category from FY2016 TO FY2020.

BUDGET CATEGORIES	FY2017	FY2018	FY2019	FY2020	FY2021
Teaching Salaries	\$ 922,451.00	\$ 831,656.00	\$ 846,423.00	\$ 939,036.00	\$ 1,132,843.00
Professional Salaries	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00	\$ 60,000.00	\$ 60,000.00
Non-Professional Salaries	\$ 33,511.00	\$ 33,511.00	\$ 33,511.00	\$ 34,856.00	\$ 34,853.00
Fringe Benefits	\$ 388,059.00	\$ 352,141.00	\$ 366,658.00	\$ 403,218.00	\$ 484,940.00
Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL SERVICES	\$ 1,365,021.25	\$ 1,238,308.00	\$ 1,267,592.00	\$ 1,437,110.00	\$ 1,712,636.00
Travel	\$ 2,055.00	\$ 1,545.00	\$ 1,308.00	\$ 1,308.00	\$ 1,310.00
Supplies and Other Operating Expenses	\$ 21,893.00	\$ 37,162.00	\$ 9,376.00	\$ 10,241.00	\$ 9,935.00
Academic Partnerships	\$ -	\$ -	\$ 270,025.00	\$ 285,000.00	\$ -
Transfers and Other Disbursement	\$ -	\$ -	\$ -	\$ -	\$ -
Property, Furniture, and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PERSONNEL SERVICES	\$ 23,948.00	\$ 38,707.00	\$ 280,709.00	\$ 296,549.00	\$ 11,245.00
TOTAL ALLOCATION	\$ 1,388,969.25	\$1,277,015.00	\$ 1,548,301.00	\$ 1,733,659.00	\$ 1,723,881.00

B.A. Degree in Psychology External Review 2022
Behavioral Sciences Department Chair Response to Recommendations
Fall 2022

Overall Program Rating—*The overall rating of this program relative to other similar programs is “very good” but it could be “outstanding” if it had the advantages some comparison programs enjoy: additional faculty, space, and administrative support. The faculty collective deserves the highest possible rating for their effort and care but a rating of “outstanding” requires more support from their institution and their state.*

Response: We concur with the reviewer’s assessment and recommendations.

Summary Recommendations:

Recommendation #1 –*Administration should fund a replacement hire with a Counseling or Clinical background and another line for Cognitive or Physiological Psychology. These hires would reinvigorate the program. Ideally, the program could hire full-time faculty who can assume teaching and advising duties. Long term, departing faculty should be replaced by new tenure-track hires. This recommendation echoes the most recent prior review.*

Departmental Response: Strongly concur. The following factors highlight the need for additional full-time psychology faculty members:

- **Heavy Reliance on Adjunct Faculty**—There are currently 4.5 full-time psychology faculty members and 13 adjunct instructors. From 2019-2021, only 3,618 student credit hours were produced by full-time faculty, in comparison with 5,416 produced by adjunct instructors. This is despite full-time faculty members regularly teaching overload and consistently maintaining higher SCH production than the university average.
- **Service Courses**—Service courses are defined as courses that are either required for another major or offered as elective options within another major. These courses increase the demand on a program but do not serve the program majors or minors.
 - **Criminal Justice—6 hours of Psychology are required**
 - PSY/SOC 3313 Statistics in Behavioral Sciences*
 - PSY 3373 Psychology of Personality
 - PSY 4313 Abnormal Psychology
 - PSY 4973 Forensic Psychology
 - **EICD—12 of 42 possible elective hours are offered**
 - PSY 2243 Intro to Human Development
 - PSY 3033 Intro to Research & Writing
 - PSY 3213 Psychology of Childhood Trauma
 - **Sociology—3 hours of Psychology are required**
 - PSY/SOC 3313 Statistics in Behavioral Sciences*
- **Online Program Needs**—Though it is difficult to accurately predict the increased demand that will occur following the launch of the online psychology program, conversations with administrators and Academic Partnerships representatives have anecdotally suggested that student enrollment in psychology courses is likely to double within the first year. This will affect both teaching and academic advisement loads.

- **Reduced Load for Department Chair**—Currently, Dr. Hicks teaches half-time, due to her responsibilities as Behavioral Sciences Department Chair. This has led to a shortage of face-to-face course offerings, as well as a shortage of faculty available to teach courses with clinical and counseling content.

Plan of Action—The Psychology program has a current active search underway for two faculty positions. However, these positions are filling vacancies; they are not new positions. The first is an instructor position with preferred experience teaching courses with counseling and clinical content. The second position is for a tenure-track faculty member with preferred experience in teaching courses in applied content areas of psychology. The external review suggested that additional positions should be added beyond these, particularly in light of the anticipated growth in enrollment after the fully online program is launched. The Department Chair plans to request two new psychology positions for the upcoming budget year. In particular, there is a need for faculty to teach face-to-face courses to meet the needs of international students, honors students, President’s Leadership students, student athletes, etc.

- **Challenges**
 - We currently have two temporary full-time instructors filling the positions which were vacated at the end of the 2021-22 academic year. One of these positions resulted from a failed search for a tenure-track faculty position in 2021-22. Faculty turnover and increased cost of living in the local area are ongoing concerns that must be addressed.
 - Office space—One of the issues addressed within the external review report was the limited office space available within the Russell Building, which has led to the need for shared offices divided by temporary walls. When current open faculty positions are filled, this will be an even greater challenge that must be addressed through campus facilities planning. This issue will be further exacerbated by any new positions that may be added in upcoming years as a result of enrollment growth.

Recommendation #2 – *The degree program could be more visible in its immediate area and beyond, for example, in the relatively nearby city of Sherman, TX, which is predicted to experience some growth. There, the high quality research and practical experiences of its graduates could be showcased for employers. The program could benefit from institutional marketing support. The potential out-of-state stream can be realized only if the program has the necessary resources to capitalize on its position as the only psychology bachelor’s degree for many miles.*

Departmental Response: Concur.

- **Plan of Action**
 - The Department Chair will consult with representatives from the Office of Enrollment Management to develop a clear strategy for targeted marketing of out-of-state students.
 - It should be noted that Academic Partners will be responsible for intensive marketing efforts aimed at students who wish to earn a psychology degree fully online, once the program is approved and launched.

Response to Self-Study Recommendations:

According to the external review report, the reviewer concurs with the recommendations of the self study submitted by program faculty.

Plan of Action—*Since the recommendations below were previously identified by Psychology program faculty, each recommendation represents a plan of action for the program. Some of the recommendations have already been completed or are currently in progress, such as the request for an online psychology program and related program modifications.*

Recommendation #1 - Complete a review of the Psychology Curriculum to fully understand the current curriculum requirements for majors, General Education, and service courses for other programs. Use this review to adjust course offering and request resources for the Program.
Status: Ongoing; preliminary modifications were completed in preparation for the newly developed online program.

Recommendation #2 - Develop a 5-year plan for the Psychology program, including a Vision and Mission. This will be designed to help prioritize where the program should direct its efforts and clarify what additional resources will be necessary for the Program to continue to thrive.

Reviewer comment: *These are useful activities, some of this may have been explored as the new curriculum was created, Any new energy on these points may be best spent with the HLC visit in mind.*

Departmental Response: Concur.

Plan of Action:

- A significant portion of 5-year planning was completed in preparation for the newly developed online program.
- Obtain guidance from the VPAA and AVPAA on specific considerations related to the upcoming HLC visit.
- Continue ongoing monthly program meetings with full-time faculty.

Recommendation #3 - Obtain approval for the Proposed 2023 Psychology Curriculum to implement degree plans with more robust scaffolded structure, including a set of core content and research methods classes.

Status: Submitted for Review and Approval

Recommendation #4 - Obtain approval for the Online Psychology Degree program and launch the program as soon as possible in order to reach students who are unable to attend courses on campus.

Status: Submitted for Review and Approval

Recommendation #5 - Reestablish a Psi-Chi Honor Society and a Psychology Club to provide more opportunities for interaction between students interested in Psychology.

Status: It is imperative that the full-time faculty positions are filled prior to this step being taken, as a faculty advisor is needed to provide organization and leadership for these student activities. However, this recommendation will be included in the 5-year plan for the psychology program.

Additional Recommendations Provided by the Reviewer:

- **Recommendation:** *PSY 4973 and PSY 4981 are cost neutral and give the program flexibility. In the case of individualized studies, effort should be made to reduce the amount of energy spent out of load. Perhaps offering a regular seminar geared to the current cohort's interests and goals could somewhat offset the inability to offer specific electives, for example, Forensic Psychology.*

Departmental Response: Somewhat concur.

- **The PSY 4973 Special Studies course** has traditionally been offered by program faculty on an occasional basis, and these courses are typically geared to the specialty training of program faculty members. This seems consistent with the recommendation of the reviewer, though more consideration could be given to the interests of student cohorts in planning and developing these courses.
- **The PSY 4981 Senior Seminar course** is a required 1-hour broad-based course designed to prepare psychology majors for graduate education and professional opportunities. This course content is consistent with the mission and program objectives of the psychology program at Southeastern and no plans are in place to modify this course at the present time.
- **PSY 4453 Advanced Research Methods and PSY 4553 Advanced Research Project courses**—Based on the wording of the recommendation, it seems possible that the reviewer may have intended to address the fact that these courses are taught by arrangement to a low number of students, and instructors are typically not compensated for doing so.

Plan of Action

- Continue offering Special Topics courses on an occasional basis, as determined by student interests and goals.
 - Continue to require the PSY 4981 Senior Seminar course for program majors with no planned modifications at the present time.
 - Continue discussions with the VPAA on how compensation may be provided for advanced research course offerings that are taught by arrangement. Consider prorated compensation based on student enrollment.
- **Recommendation:** *The university could support the program's marketing efforts, including the use of social media, to recruit new students in and out of state. This would be cost efficient and conserve some of the department's energy.*

Departmental Response: Somewhat concur.

Plan of Action—Due to the fact that the psychology program is currently one of the largest undergraduate programs at Southeastern, program faculty are not currently planning to expand marketing efforts by using social media for recruitment purposes. In particular, Academic Partnerships will be focused on heavily recruiting students who wish to earn a psychology degree fully online, once the program is approved and launched. However, the following possible considerations for the use of social media merit further discussion:

- **Student Organizations**—At the point when student organizations, such as PSI CHI and the Psychology Club become active again, social media may be a valuable tool for connecting students and providing information about activities and upcoming events.

- **Alumni page**—Connecting with alumni using social media platforms may be beneficial for the purposes of program assessment, donor campaigns, and maintaining beneficial relationships among professionals within the communities we serve. Program faculty will consider this issue when developing a 5-year plan.
- **Recommendation:** *Provide reimbursement to the department for the courses taught outside the department, at a sufficient level to hire part-time faculty to cover courses that need to be offered to keep students on track to graduation.*

Departmental Response: Concur. The discussion of service courses provided in response to Recommendation #1 suggests a need for additional faculty as a result of this issue.

- **Plan of Action**—Provide a detailed summary of service course data as justification for a new psychology faculty position request based on this data.