Agenda item:
USF Board of Trustees
June 14, 2012

Issue: M.A. in Psychology

Proposed action: Approve implementation of an M.A. in Psychology in the USF St. Petersburg College of Arts and Sciences.

Background information:
The USF St. Petersburg (USFSP) College of Arts and Sciences proposes to offer a terminal Master’s degree to address a key need in the region for Master’s-level professionals with knowledge and experience in risk, resilience and prevention in a family setting. These graduates will have the skills necessary to provide leadership in assessment, analysis and evaluation to agencies serving very young and high-risk children and their families. The proposed program is fully supportive of USFSP’s mission to serve its region and is consistent with the strategic direction of the USF System and the Florida Board of Governors. Letters of support from a number of local and regional agencies are included in the proposal.

Eight other SUS institutions list a Masters degree in the same CIP code. Of these, three (FAU, UWF, UNF) offer a terminal Master’s and these institutions were consulted during the development of this proposal. However, none has an emphasis on Risk, Resilience and Prevention or on infant-family mental health. All eight institutions were consulted and written responses were received from five. None of these expressed concerns about the proposed degree.

The proposed program has been approved by the USFSP College of Arts and Sciences Council, the USFSP Graduate Council, and the USFSP Regional Chancellor. It has been recommended to be forwarded to the ACE Advisory Council.

Significant Policy Issues for the Board to Consider:
The USF System Board of Trustees has the authority to approve implementation of new degree programs at the Bachelor’s, Master’s, and Specialist level. Proposed new programs require evaluation of budget and resource implications and a determination that the programs advance the USF System mission and are in accord with the strategic plans and priorities of the USF System Board of Trustees and the Florida Board of Governors. All of these issues were addressed by USFSP in the review and development of this program.

Strategic Goal(s) Item Supports: Goal 1 of USF St. Petersburg’s Strategic Plan
Workgroup Review: ACE, Academics and Campus Environment
Supporting documentation: Proposal for the M.A. in Psychology.
Prepared by: Norine E. Noonan, Regional Vice Chancellor for Academic Affairs, 727-873-4260
Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of South Florida St. Petersburg

University Submitting Proposal

College of Arts & Sciences

Name of College(s) or School(s)

Psychology

Name of Department(s)/Division(s)

Psychology, General

Academic Specialty or Field

M.A. in Psychology

Complete Name of Degree

42.0101

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

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<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
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Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(a) M.A. in Psychology

(b) Concentration: Risk, Resilience, and Prevention

(c) 33 credit hours

(d) Overall purpose:

The program provides study of biological, social-developmental, and cognitive bases of health and human behavior, with concentrated emphasis on how adjustment in these realms serves as the platform for later health and chronic disease outcomes. The program will also cultivate advanced competence in research methodology.

Why a dedicated concentration on Risk, Resilience, and Prevention (RRP)?

Risk, Resilience and Prevention was identified as the sole concentration area because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professionals with master’s degrees). Wulczyn (2008) frames a case for RRP in terms of social capital. He draws on Nobel economist James Heckman’s (2000) work on Return on Investment (ROI) from prevention and early intervention during the prenatal and early childhood years. For Heckman, human capital is “a blend of innate ability, education, and skills acquired through life experience” (the lay person would think of such capital as well-being, bundling education, physical health, and behavioral health as a single concept). Heckman sees accumulation of human capital as a trajectory; the quantity of human capital an individual possesses changes over time, and accumulates in a distinct way. Positive changes in human capital beget further positive changes (increases), as when children who experience high-quality early childhood education (an increase in their human capital) start school better prepared. Children who start school better prepared are better able to handle the rigors of school, are less likely to develop behavioral problems, are less likely to be held back a grade, and are more likely to graduate. High school graduates are more likely to enter the labor market for higher wages. The cycle of investments is self-reinforcing.

Prevention is the most effective strategy for promoting human capital and reducing risk of both untoward health outcomes and behavioral and community problems like school dropout rates and youth aggression and violence. No single factor can predict who is likely to fail the 3rd grade FCAT, become obese, develop asthma, contract sexually transmitted diseases, engage in aggressive and violent behavior, drop out of school, or be incarcerated for criminal activity. However, longitudinal studies have established that cumulative risk from factors found at multiple levels—individual, family, and community—play an operative role. But, many children exposed to risk factors do not display negative outcomes—thanks to mitigating protective factors. Such factors are often described in terms of resilience—the ability to recover strength and spirit under adversity for a positive outcome. Like risk factors, protective factors can be strengthened through interaction among individual, family, school and community factors. Prevention and early intervention are key; instead of waiting for undesired behaviors to occur and then reacting (with accompanying costs) investments are made proactively to cultivate protective social, academic, and health-promoting behaviors and skills required for success in school and
life. The RRP emphasis of the Master's in Psychology program at USFSP has these principles as its core.

Program graduates with an M.A. in Psychology from USF St. Petersburg (USFSP) would be positioned to assume human service and clinical health research positions demanding advanced competencies in research methodology; data tracking, collection, and analysis; and grant writing associated with graduate training. Area hospitals and agencies with whom we consulted early on and throughout design of our program (among them All Children’s Hospital, the Florida Center for Early Childhood (Sarasota), the Juvenile Welfare Board of Pinellas County, the Pinellas County Health Department, Eckerd Community Alternatives, the Early Learning Coalition, Personal Enrichment through Mental Health Services (PEMHS) and Coordinated Child Care) verified the desirability of the above competencies and their match with existing and potential positions for which they hire. Our Master’s program graduates would also be eligible for teaching positions at high schools and at 2- and 4-year colleges or universities. And because job prospects in psychology will always remain best for people holding doctoral degrees in applied specialties such as counseling or health, the foundational content and research courses built into the first year of the M.A. curriculum will be a desirable option for students whose undergraduate majors were in fields other than psychology and who seek re-specialization coursework so as to be eligible to compete for slots at top doctoral programs. Finally, for strong USF system graduates whose undergraduate major was psychology, the M.A. program provides a thesis option that will provide intensive experience in a nationally-recognized program of faculty research to equip them to compete for admission to top doctoral-granting programs.


B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

The new degree advances six of the nine goals of the SUS Strategic Plan 2012-2025, as described in the 2025 Goals for the State University System section of that document.

GOAL: Teaching and Learning – Excellence: Strengthen Quality & Reputation of Academic Programs and Universities. The scholarship of the USFSP Psychology Department faculty serves as the foundation for the advancement of this SUS goal. Current faculty include national leaders in areas of infant and family mental health, developmental disabilities, asthma and lung health, HIV in children, medical decision making, and other health-science related areas. The new M.A. program will directly advance the SUS goal of strengthening the quality and reputation of academic programs and universities by turning out an annual cadre of Master’s level professionals who have been uniquely prepared to contribute competently and innovatively to research and development arms of health and human service agencies with prevention and early intervention programming. The research competencies and advanced knowledge of risk, resilience, and prevention that program graduates entering the regional workforce will possess, cultivated through applied coursework and through work on cutting-edge faculty research initiatives, will benefit the citizens of Pinellas, Pasco and the surrounding counties. Program graduates who advance to doctoral study at leading institutions will themselves be poised to help contribute to the national dialogues on best practices in risk, resilience, and prevention, which their graduate mentors at USFSP have helped to shape and advance.

GOAL: Teaching and Learning – Productivity: Increase Degree Productivity and Program Efficiency. The new M.A. will increase student access to advanced graduate training in the region, materially enhancing the marketability and skills of those who will be employed in the Tampa Bay region. Concerning accessibility to underrepresented students, the opportunities for students to be involved in community-based health and human service research are factors important to civic-minded African
American and Hispanic students, many of whom desire to pursue graduate study regionally to be positioned to contribute to community. Moreover, the 4+1 option provides opportunities for strong students to move through an accelerated program. A blend of face-to-face and distance delivery instruction in required and elective coursework will provide flexibility for older and non-traditional returning students and for those already employed but seeking a master's degree for career advancement. The positioning of the program's Methodology Qualifying Exam at the end of the first year of the curriculum rather than at the conclusion of all studies is also in the service of streamlining time to degree and maximizing program efficiency. Overall, the program meets the SUS aim by providing greater access to graduate training and enhancing graduate enrollments.

GOAL: Scholarship, Research, & Innovation — Excellence: Strengthen Quality & Reputation of Scholarship, Research, and Innovation. USFSP Psychology faculty are all active scientists engaged in community-based research that advances the scientific dialogues of their respective fields. Since 2005, USFSP Psychology faculty have held a half dozen sponsored grants from the NIH and DOE totaling in excess of $4 million, and during that time, undergraduate and post-baccalaureate OPS research assistants involved with these projects have contributed to over 50 regional, national, and international conference reports and publications. The new opportunities the M.A. program will create for faculty and graduate students to think, work, and write together on existing and planned new sponsored projects promise to substantially enhance the productivity, scholarship, and national research prominence of already highly-successful and generative departmental research programs. Enhancements to USFSP’s research potential afforded by accessibility of graduate student researchers promise to further strengthen the institution’s sponsored project portfolio. Eventually the strengthening of the institution’s innovative work on reduction of risk and enhancement of resilience among individuals and families across cultures and generations would lay a foundation for pursuit of a Center Grant bridging work of departmental faculty.

GOAL: Community& Business Engagement — Excellence: Strengthen Quality & Recognition of Commitment to Community and Business Engagement. Engagement of students and faculty in the new M.A. program with the community will be ongoing and robust. Over a dozen major agencies in Pinellas County that serve infants and young children and their families were consulted during the design and development of the program to determine both the need for the program and research competencies and skill sets employers would be looking for in new hires. The aim of the program is to materially influence the health and well-being of the state and region's young children through the advanced competencies program graduates will bring to the community. As one example of the dialectic being set up between community and the M.A. program, representatives from several county health and human service agencies will be advisory to the M.A. program and work with the Department to help create material for coursework and to write applied problems (similar to the ones program graduates will be asked to solve as employees in their agencies) for inclusion in the Methodology Qualifying Exam. Program graduates will hence be in position to aptly serve the agencies that hire them; program graduates well-trained in Risk, Resiliency and Prevention will be valuable additions to regional and statewide workforce efforts to enhance prevention, health promotion, disease prevention and clinical and healthcare research.

GOAL: Community& Business Engagement — Productivity: Increase Levels of Community and Business Engagement. Virtually all of our department’s current faculty research initiatives already involve community partners, and our community-based research and partnerships are connected with the program’s main mission — to help strengthen the region’s community capacities for responding to the woeful state of Florida’s children. According to Florida’s State of the Children Report (March, 2011), our state’s children rank in the bottom in the nation on almost every key indicator of health and well-being. Moreover, Pinellas County presently has not only the 7th largest number of Florida’s children, but also the state’s largest health disparities between black and white children -- disparities that are among the highest in the nation, and include cardiovascular, asthma and lung health, cancer, diabetes, and communicable diseases. In 2010, African-American infants in Pinellas were more than twice as likely to die before their first birthday than White infants, with greatest health disparities in south Pinellas communities proximate to USF St. Petersburg. Recent community initiatives and formal collaborations with COQEBs (Concerned Organizations for Quality Education for Black Students), the School Board, the Pinellas County Health Department, the Juvenile Welfare Board, and faith-based organizations are
exemplary of the types of community engagement efforts that will come to define the relationship between the M.A. program and our community, region and state.

**GOAL: Community & Business Engagement** — Strategic Priorities for a Knowledge Economy: Increase Community and Business Workforce. Program graduates will be prepared to work with vulnerable populations within Pinellas County and the surrounding areas. This is an area of growing, recognized need. Florida is home to the fourth largest number of children in the U.S. and as indicated, Florida children are near the bottom of the nation of nearly all measures of importance. A rapidly evolving preventive health market presents opportunities for well-trained health-related professionals possessing the aptitude to provide leadership in assessment, analysis and evaluation in agency settings serving very young and higher risk children and their families and the new program will provide leadership in this emerging area of strategic focus.

**C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
   - Education
   - Health Professions
   - Security and Emergency Services

2. Economic Development:
   - Globalization
   - Regional Workforce Demand

3. Science, Technology, Engineering, and Math (STEM)

Though Psychology is not included in a current Area of Strategic Emphasis, a focus on risk, resiliency and prevention within the Psychology subdiscipline should be a very high priority for the Florida Board of Governors. In order to deliver the economy, talent and innovations that Florida must have to be globally competitive and assure a true and holistic economic transformation, Florida will need a healthy, educated citizenry that is capable of becoming productive and contributing members to our state’s economy. However, as detailed in Sections I-B and II-A of this proposal, the Centers for Disease Control and Prevention identify adverse childhood experiences as a chief contributor to the nation’s health problems. Florida children currently rank near the bottom in the nation on almost every key indicator of health and well-being. The SUS educational emphasis and the state’s renewed attention to Voluntary Pre-K and K-12 education are vitally important, but fail to reckon with the leading national survey preschool expulsion rate\(^1\) of 6.67 per 1,000 enrolled — or more than 3.2 times the K-12 rate data of 2.09 students per 1,000 enrolled. This is a powerful indication that children’s lifelong educational trajectories have already been shaped long before the state’s educational investments touch their lives.

Moreover, these childhood disparities also impact our nation’s security. Mission: Readiness, the national security nonprofit organization led by over 250 retired generals, admirals and other senior military leaders,\(^2\) note that 75 percent of 17- to 24-year olds in the U.S. cannot serve in the military. Primary reasons include being physically unfit, not graduating from high school, or having a criminal record. Mission: Readiness works to ensure continued American security and prosperity by calling for smart investments in the next generation of American children, concluding that investing early in the upcoming generation is critical to securing our state and nation’s future. According to the report, “Retired admirals and generals understand that whether young people join the military or not, we must increase investments so that all young people can get the right start and succeed in life — whatever career path they choose.”\(^2\) Risk, resiliency and prevention are concepts central to a healthier, more economically productive citizenry. Therefore, over the longer term, a reinvigorated emphasis on prevention and early intervention in the state will have arguably the greatest impact both on Economic Development and on regional workforce demand and readiness — both of which are current areas of strategic emphasis.

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1 Gilliam, Walter. Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems, Yale University Child Study

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D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program is planned to be offered entirely at USF St. Petersburg. Students will take certain courses online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The Need for Prevention in Early Childhood

In 2009, the Centers for Disease Control and Prevention and Kaiser Permanente identified adverse childhood experiences as a leading contributor to the nation’s health problems. Florida is home to the fourth largest number of children in the United States, but as cited above currently ranks in the bottom in the nation on almost every indicator of child wellbeing. According to Florida’s State of the Children Report (March, 2011), Florida children rank in the bottom in the nation on almost every key indicator of health and well-being. Pinellas County not only has the 7th largest number of Florida’s children, but also the state’s largest health disparities between black and white children, and these disparities are among the highest in the nation. Health disparities include cardiovascular, asthma and lung health, cancer, diabetes, and communicable diseases. For example, African-American infants in Pinellas were almost 4 times more likely to die before their first birthday in 2010 than White infants. The greatest health disparities lie in south Pinellas communities proximate to USF St. Petersburg. Program graduates well-trained in Risk, Resiliency and Prevention will be valuable additions to the Pinellas County workforce in prevention, health promotion, disease prevention and clinical and healthcare research.

With the growing recognition that the greatest rate of return on investment to reduce medical costs is preventive care, background and training in principles of prevention and early intervention have begun to drive demand in our field. Employment of psychologists is projected to grow 12 percent from 2008 to 2018 (about as fast as the average for all occupations). Rising healthcare costs associated with unhealthy lifestyles is also likely to drive demand and employment opportunities. Presently about 21 percent of psychologists are employed in healthcare, primarily in offices of mental health practitioners, hospitals, physicians’ offices, and outpatient mental health and substance abuse centers. Employment opportunities are limited for bachelor's degree holders, whereas Master's degree holders are in a better position to compete for both public and private sector positions.

The Demand by Local Agencies

Two years ago, while in the early stages process of creating our recently-approved new online certificate program in Infant-Family Mental Health (IFMH), the developers of the certificate program met with leadership from all Pinellas County agencies who serve pregnant women and families of infants and toddler-aged children. Their unanimous support and enthusiasm for creation of the certificate program and its content was based on perceptions that the college graduates hired into entry-level positions working with and making decisions affecting the lives of our most vulnerable citizens had little to no focused preparation for the complexities of the work they would undertake. Indeed, several of the same individuals with whom we met and their agency associates then partnered with us in development of individual course module content. From a 2011 Infant-Family Mental Health class that is part of the
certificate program, approximately 25% have already moved directly into positions within the Pinellas County early childhood mental health system, serving children and their families. Ultimately, we also expect national/international interest in the fully online certificate. In addition to the support we received in creation and development of the IFMF certificate, the following provides a small sampling of enthusiastic comments received from colleagues during our M.A. proposal development (See Appendix C Agency Letters of Support):

“The Master's program you are proposing is hence a necessary asset to our community and county, as will be a source of continuous new talent for agency hires—I would even go so far as to say "absolutely necessary" if we are to move forward in ensuring children and families receive services found to be meaningful and to leave an enduring impact on the individual and family. The Coalition firmly supports this new Masters program for students attending the University of South Florida St. Petersburg. We look forward to working with you and with future graduates of your program.”
— Executive Director, Early Learning Coalition of Pinellas County

“We, like many providers, have so much data at our fingertips but no time to gather and analyze it. Understanding trends on a much larger scale, not to mention overall program impact, would certainly help to better inform practice and administrative decision making. A Master's level person may also be more affordable than a doctoral level applicant. Some community funders have moved to a "Results Based Accountability" method of analyzing community impact of programs so a position like this would certainly be looked upon favorably by these funders. The "Risk/Prevention" type degree would also be a great fit in organizations that have these focuses such as Healthy Start, Healthy Families, Head Start as program coordinators or similar type position”
— Vice President, Infant and Early Childhood Mental Health and Fetal Alcohol Diagnostic and Intervention Clinic, The Florida Center for Early Childhood

“With the curriculum described, I see good possibilities for these candidates in Research Administration positions in a healthcare and/or biomedical research environment. An MA only, and one with the additional education / training in statistical / methodological skills and ethics in research and clinical settings, would definitely be an advantage over bachelor’s prepared candidates. Pre-award research administration positions and proposal development / grant writing positions would I think be good fits for these folks. I also think they could fit nicely into post-award research administration positions. These folks would also likely find opportunities in Program Coordination / Program Evaluator positions (Community Education Programs / Community Advocacy Programs / Prevention Services Programs, etc.) and possibly Study / Research Coordinator positions...where the positions do not have clinical responsibilities”
— Director of Research & Grants Administration, All Children’s Hospital

“In particular, the Promise Neighborhood implementation grant could include a mental health researcher as part of a longitudinal research component of social work overlay or wrap services outcomes. Such an individual would also be qualified for a position as a senior researcher with our Research and Evaluation Department”
— Director of Children’s Policy, Juvenile Welfare Board of Pinellas

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

At USF St. Petersburg, the largest undergraduate major is Psychology. In surveys of our advanced majors, nearly 90% indicate their intention to pursue advanced graduate study in Psychology and other
health-related disciplines. However, opportunities to pursue study at the Master’s level in the region are limited. For example, USF Tampa does not offer a terminal Master’s program in psychology. Further, USF Tampa’s doctoral programs in Psychology do not have enough seats available to handle demand within the USF system (admitting an average of 10-15 students annually from a wide range of applicants nationally and internationally). With few other options in the region, most USFSP graduates look to specialized certificate programs or online Master’s degrees from outside the region. The USF system has historically lost out on the opportunity to provide training for the large cohort of qualified students from both USFSP and other regional universities within and outside the USF system who desire graduate training and would benefit from Master’s-level education. The proposed M.A. program in Psychology designed by our faculty meets that demand. It also occupies a unique niche in the USF system; there is no terminal Master’s in Psychology within the USF system.

In fact, only three other Florida public universities (Florida Atlantic University; the University of North Florida; the University of West Florida) offer a terminal M.A. in the General Psychology or General-Experimental Psychology major/concentration area. Each of the three programs, like ours, offers the promise of advanced training and coursework for students seeking re-specialization. FAU was the first Florida graduate program to offer a terminal Master’s degree in General-Experimental Psychology. The University of North Florida Master of Arts in General Psychology (MAGP) program is more broad-based. It resembles our program in that it is also research-oriented with a core curriculum of statistics, research design, substantive areas of psychology, and a research-based thesis. UNF program graduates are described as having the same aspirational aims and objectives as our program graduates—pursuit of further graduate work at universities offering a Ph.D. in Psychology, and employment requiring masters-level expertise (e.g., human factors and evaluation research specialists in government, community agencies and industry. The University of West Florida’s program bears some resemblance to our proposed M.A. program concentration in Risk, Resilience, and Prevention (RRP). UWF offers some specialty coursework in Health Psychology, though there is not the same program emphasis on early childhood and prevention.

While the emphasis of the proposed M.A. in Psychology at USFSP shares both some similarities and some unique features relative to other programs in the state, perhaps most to the point is that none of the three other terminal M.A. programs serve the Tampa Bay area and the surrounding region (e.g., Pasco, Manatee and Sarasota counties). This is particularly relevant because the Tampa Bay area (Hillsborough and Pinellas) has the second-largest combined population of infants and young children in the state, second only to Miami and surrounding communities. RRP was identified as the sole concentration area because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professionals with master’s degrees). The proposed program is anticipated to be able to serve the needs of working professionals in the region looking to enhance their credentials and our current undergraduate psychology student population.

Our surveys of advanced majors indicate that applications for graduate study will be robust. Our program will offer an option for talented USFSP undergraduate psychology majors identified during their junior year to gain early entry into the M.A. program through a combined program in accordance to the USF Accelerated Program Guidelines in the Graduate School Catalog. This option would enable qualified students to earn their bachelor’s degree while taking 6000-level graduate courses during their senior year, eliminating one year of graduate coursework upon successful completion of their qualifying exams (taken after Year 1 in program). Admitted USFSP undergraduate students would complete four of the five required Year 1 core courses during their senior year, and will complete the fifth required Year 1 course during the summer following graduation. This will enable them to enter into their second year in the M.A. program the following fall after graduating with the B.A. in Psychology (see below). At two fall 2011 meetings of the USF St. Petersburg Psychological Science Organization (September 8, 2011; September 22, 2011), which drew 22 and 35 student attendees, over 90% of those polled indicated that they would find great interest in a combined 4+1 Master’s program, an option not currently afforded to students through any existing M.A. programs in Psychology at Florida public universities. For B.A.
students admitted to the two-year M.A program, we would anticipate drawing from USF System schools, Eckerd College, St. Petersburg College, and other area institutions that do not offer a terminal Master’s degree in Psychology.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Eight of the 11 Florida public universities offer a Master’s degree in Psychology that falls under CIP 42.0101. These degrees vary by university in major/concentration areas (e.g., Clinical, Industrial/Organizational, etc.) and degree program admittance. Some universities allow admittance into a terminal master’s degree program versus a doctoral program, in which students may receive a master’s degree en route to a Ph.D. The following table summarizes the Psychology graduate degree offerings for the Florida public universities.

| Status of Graduate Degrees in Psychology (CIP 42.0101) in SUS Universities |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Name of Institution             | Location                        | Admits Students to Terminal Master's Degree Program | Admits Students to Doctoral Degree Program | Student May Receive Master's Degree in Progression to Ph.D. |
| Florida Atlantic University (FAU) | Boca Raton, FL                  | Yes*                                             | No                                             | N/A                                                   |
| Florida A&M University (FAMU)    | Tallahassee, FL                 | No                                               | No                                             | N/A                                                   |
| Florida Gulf Coast University (FGCU) | Ft. Myers, FL               | No                                               | No                                             | N/A                                                   |
| Florida International University (FIU) | Miami, FL                       | Yes*                                             | Yes                                            | Yes                                                   |
| Florida State University (FSU)   | Tallahassee, FL                 | Yes*                                             | Yes                                            | Yes                                                   |
| New College of Florida (NCF)     | Sarasota, FL                    | No                                               | No                                             | N/A                                                   |
| University of Central Florida (UCF) | Orlando, FL                    | No                                               | Yes                                            | Yes                                                   |
| University of Florida (UF)       | Gainesville, FL                 | No                                               | Yes                                            | Yes                                                   |
| University of North Florida (UNF) | Jacksonville, FL               | Yes*                                             | No                                             | N/A                                                   |
| University of South Florida (USF) | Tampa, FL                       | No                                               | Yes                                            | Yes                                                   |
| University of West Florida (UWF)  | Pensacola, FL                   | Yes*                                             | No                                             | N/A                                                   |

*Additional Notes on Psychology Graduate Degree Major/Concentration Area:

FAU
General-Experimental Psychology (MA)

FIU
Behavior Analysis (MS)
Counseling Psychology (MS)
The programs most similar to the one that we propose fall within the General or General-Experimental major/concentration area of Master’s degrees in Psychology. Only three Florida public universities offer the M.A. in Psychology in the General Psychology or Experimental Psychology major/concentration area. None offer a concentration in Risk, Resilience, and Prevention, and none offer the combined 4+1 option for high-achieving undergraduate to be offered by the USFSP M.A. program. The Universities of North Florida and West Florida both offer an M.A. in General Psychology that includes a Master’s thesis (UWF is in the process of moving to a thesis option as thesis is currently mandatory). Florida Atlantic University offers an M.A. in General-Experimental Psychology that includes a Master’s thesis. Among private universities, Nova Southeastern offers a 30-credit entirely online M.S. degree in General Psychology with a thesis option. Walden University also offers an entirely online M.S. degree in Psychology with a specialization in General Psychology and a thesis option. Walden’s 53- to 55-credit degree is entirely online and currently is the only existing Florida program that provides an opportunity for high-achieving undergraduate students to earn graduate credits while completing a B.S. in Psychology through an Accelerate into Master’s (AIM) program.

We endeavored to assess the impact of the proposed new M.A. program at USFSP on enrollment of existing Florida public M.A. programs in General Psychology. Department Chairs at both UNF and UWF were contacted on 10/4/2011 to apprise them of the proposed new USFSP program and to verify no foreseeable potential adverse impact on their enrollments. Representatives of both programs verified that there was no foreseeable adverse impact. The student body of UWF’s graduate program is comprised almost exclusively of students who had matriculated within the institution as undergraduates; undergraduate enrollments are generally drawn from the region, including (in the case of UWF) northwest Florida and nearby states (southern Alabama, Georgia and southeastern Louisiana). The Director of UWF’s School of Psychological and Behavioral Sciences was also especially helpful in providing constructive feedback from lessons learned in administering and implementing the M.A. degree in Psychology at UWF. The Director of UNF’s program foresaw no significant impact on their Master of Arts in General Psychology (MAGP) program; UNF generally receives 40-50 applicants annually for 15-18 positions in the program, drawing students from throughout the state but typically only 1-2 applicants from out of state.

We also solicited feedback from FAU as to the proposed program’s impact on their enrollments. The telephone consultation with the Graduate Program Director on 1/13/2012 revealed that Florida Atlantic University in Boca Raton was the first graduate program in Florida to offer a terminal Master’s and continues to offer a terminal Master’s degree in Psychology, with strong emphasis on Experimental Psychology. FAU attracts applicants from throughout Florida and other states and receives more applicants annually than can be accommodated. Approximately 30-40 students are admitted annually for an incoming cohort of approximately 20 students. Department administrators anticipated some but limited impact on the program as historically some students admitted have been from the Tampa Bay area. Students must already hold a baccalaureate to be admitted, and FAU does not offer an accelerated admissions program for their undergraduate students.

Additional outreach was done to assess the impact of the Psychology graduate degree programs categorized underneath the CIP 42.0101 code. The FIU Graduate Director was connected with on 1/10/12
to discuss the impact of the proposed new USFSP program on their enrollments. He disclosed that FIU has 4 Master’s programs. For two of the programs, Developmental Sciences and Industrial-Organizational Psychology, the Master’s degree is received in progression to Ph.D. The other two, Behavior Analysis and Counseling Psychology, are very specialized terminal Master’s degrees unrelated to General Psychology. Specifically, Behavior Analysis was described as a certification to be able to practice in that realm; the Master’s in Counseling is designed to get students licensed for practice. No issue was foreseen for FIU at all as our proposed program is not a clinical skills Master’s and the overwhelming majority of their graduate students are Miami-area students.

The provosts of the 8 universities within the CIP 42.0101 were also provided opportunity for comment on the proposal. Responses were received from FAU, FIU, UF, UNF and UWF with no adverse impacts to their programs. (See Appendix B Letters from the Provosts)

We also explored opportunities for possible instructional collaboration. We engaged in conversations with the Chair of Psychology at USF Tampa and with the Area Director for USF Tampa’s Doctoral Program in Cognition, Neuroscience, and Social Psychology. Both were very collegial and confirmed possibilities for students in both the USFSP Master’s program and the USF Tampa doctoral program to select certain elective courses at the sister system school not offered within their own program of study and mutually approved by department advisors at both system schools. A kindred conversation with the Dean of Public Health at USF Tampa was likewise productive in identifying possible complementary elective courses in programs at both sister institutions that would be of interest to students in the respective fields of study.

D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Given the enthusiasm of those in our current undergraduate program formally polled, we anticipate that 15 students will be accepted to the 2-year program during its first year (as many as 5 on a thesis track). We anticipate identifying qualified undergraduate students beginning in 2013-14, such that new enrollment will reach 25 students (10 admitted to the 2-year Master’s, 15 to the combined program) by 2015-16. A cohort of 25 is then projected annually. We project that these will be primarily USFSP students. By Year 3, we anticipate that we will also benefit from regional students (5 admits), out-of-state students (2 admits) and individuals who come from agencies/industries within our service area (1 admit). Given the data outlined above in the need and demand sections in addition to a comprehensive marketing plan, we believe that these projections on HC and FTE are reasonable and realistic. (See Appendix A Tables)

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

USF St. Petersburg’s Psychology Department has a well-established commitment to diversity. Fifty-seven percent of our full-time faculty are women and 29% are people of color. USFSP’s Psychology program not only infuses diversity concepts across the curriculum but is also among the very few institutions nationally to require a 3-credit Diverse Perspectives in Psychology course as a requirement for graduation with a B.A. degree in Psychology. The research programs of three of the seven current full-time faculty are explicitly concerned with risk, resilience and prevention with higher-risk minority populations. One of the first graduate courses to be developed as an elective for the proposed M.A. program (Infant-Family
Mental Health) has drawn approximately 25% USFSP students of color, the majority of those African American. We expect to achieve similar diversity in the Master’s Degree in Psychology.

In order to continue with the success in diversity during this pilot course, part of our marketing campaign and recruitment strategy will be to work with USFSP Undergraduate Admissions to provide them with the information regarding the 4+1 option as a draw for talented and diverse students. In addition, the Multicultural Student Affairs Office, Academic Success Center, and TRIO (First Time in College Support Services) would be collaborated with in order to ensure that the proper support services were in place for students to be successful within the Intro to Psychology course, which is taken during the freshman year. Additional recruitment would be done during junior and senior year targeting diverse students who meet the program criteria within the USFSP psychology major. We anticipate that students will be attracted to the curriculum, research and scholarly interests of our current faculty as they reflect the racial, cultural and ethnic composition and concerns of the community served by USFSP; eighty-percent of Pinellas County’s African American population resides in historically black neighborhoods located within a 4 zip-code area abutting USF St. Petersburg’s campus zone.

The explicit goal of our marketing campaign is to achieve a diverse student body in this program. This will be done through leveraging the resources within our USFSP community, targeted area community contacts with area African-American leadership, including the Concerned Organizations for the Quality of Education for Black Students (COQEBS); social media campaigns; and paid advertising on the Web, the latter two approaches geared toward specific audiences. For example, we will place ads on websites and in publications of colleges and universities with diverse student bodies, including Historically Black Colleges and Universities such as Florida A&M University and Hispanic-serving institutions such as FIU. We will also target professional groups, including the National Association of Black Psychologists and their state affiliates and will earmark a specific amount of our marketing budget toward the goal of achieving a diverse student body.

III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate.

The program will be taught by existing faculty, assisted initially by a Visiting Assistant Professor whose line will be converted to a tenure-line hire by Year 3. In Year 1, a total of $149,027 is the anticipated amount that will be reallocated from the College of Arts and Sciences (CAS) E&G fund to support program start up and administration in Year 1. Current salaries and benefits of $79,554 will be used to pay for existing faculty in 2013-14 (when only 7 classes will be taught to a first-year Year 1 cohort in the 2-year M.A. program. Beginning in 2014-15, the number of classes taught annually will move from 7 to 13 as we educate both a new Year 1 cohort and the class now in their second year of the 2-year M.A.). Also, $15,473 will be used to pay for the Visiting Assistant Professor in 2013-14 who will contribute to teaching graduate-level courses in Years 1 and 2. An additional non-recurring $50,000 cost is budgeted in Year 1 for creation and equipping of a physiological laboratory. This estimate is based on recent historical funding provided to comparable entry-level science faculty hired at this institution for their research undertakings. The precise instrumentation to be purchased to equip the physiological laboratory will
depend on the new tenure-line hire’s specific research endeavor and equipment needs. The library will need $4,000 annually in order to enhance existing electronic resources for graduate scholarship. This has been reflected in budgeting $4,000 in the Year 1 and Year 5 snapshots. Year 5 total E&G costs are anticipated to be $121,111.

To compensate for existing faculty’s reallocation of effort from course coverage contributions to the undergraduate program to course coverage contributions to the graduate program, a new non-tenure-line instructor hire (Year 3) will be assigned annual coverage of the undergraduate curriculum’s advanced quantitative core coursework (specifically, Research Methods, Experimental Design and Analysis, and Tests & Measurement), augmented as required by existing adjunct faculty. Summer session classes will also be used judiciously to permit regular annual coverage of elective courses to facilitate student programs. The plan for such summer course offerings has been discussed with and affirmed by the Dean of the College. Hence the only additional new recurring resources required to start up and administer a Master’s program in Year 1 will be those for the new instructor and the library enhancement of electronic resources, funds for which will come from increased E&G. USFSP has made a significant commitment to the success of this new degree. (See Appendix A Tables)

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Our undergraduate program will be minimally impacted by a reallocation of resources for the proposed program. Six of seven current faculty members will assume teaching responsibility for one or more courses in the new degree. The shortfall in the existing program created by this small shift of resources will be made up by the new faculty described above.

The new M.A. degree will also yield benefits to our existing programs:

1. The M.A. will strengthen caliber of undergraduate students majoring in psychology by virtue of its provision of a desirable path for our top students to pursue graduate study in a program that is designed to enhance their research competencies and attractiveness for doctoral level study, teaching positions, or marketability for entry-level positions in prevention and behavioral health science research fields.

2. By increasing Departmental visibility, the combined M.A. degree will attract a larger pool of talented high school students to our undergraduate program.

3. The new degree will likely also impact the recently-approved, new certificate program in Infant-Family Mental Health. We would expect some students each year might seek to migrate from the certificate program to the graduate degree program.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The new degree will require no new general education, prerequisite or elective courses.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations,
governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

USF St. Petersburg maintains relationships throughout the private and public sectors with businesses, industrial organizations, and governmental entities. The institution manages these relationships centrally through the Division of External Affairs. The Division employs three staff members who are dually employed by the USF Foundation, Inc., the charitable giving arm of the institution. USF St. Petersburg maintains access to several foundation databases and technology that enables us to fine tune a strong partnership with parties who would be mutually interested and benefit from a psychology program.

In development of this program, we consulted with and received affirmation and strong encouragement from a broad cross-section of the agencies in Pinellas County and Sarasota who will be likely employers of program graduates (among them All Children’s Hospital, the Florida Center for Early Childhood (Sarasota), the Juvenile Welfare Board of Pinellas County, the Pinellas County Health Department, Eckerd Community Alternatives, the Early Learning Coalition, Personal Enrichment through Mental Health Services (PEMHS) and Coordinated Child Care). We have also already begun consulting with various agencies to assure that our curriculum affords students the pertinent background training and skill sets demanded by the types of research positions they would hold. As further evidence of this community connection and partnership, individuals from several different Pinellas agencies have already contributed videotaped guest presentations constituting particular modules of graduate courses under development for the certificate program, committed to provide guest lectures for proposed courses supporting the M.A. degree, and have agreed to participate on advisory panels for ongoing program development.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The new degree will provide broad benefits to the university, local community, and the state by setting the program and university apart in terms of its unique combination of Master’s-level training in research methodology, prevention, and the biopsychosocial foundations of health and illness. The program and the cutting-edge faculty research directly relevant to the program’s emphasis will draw increasing numbers of students to the university, to the community and to the state. The synergy between the innovative program curriculum and faculty research will also further strengthen USFSP’s scholarly reputation among scientific peers. By becoming a training ground for Master’s level students versed in the scholarship of Risk, Resilience, and Prevention, the new master’s program will deliver to the community and the state increasing numbers of qualified professionals capable of working within organizations to strengthen their mission in promoting health and preventing illness through capacity to analyze, assess, and provide leadership in initiatives attending to the socioemotional foundations of health and wellness. The new program will serve the university by further solidifying existing collaborations with community partners such as All Children’s Hospital, the Juvenile Welfare Board, the Early Learning Coalition, the Pinellas County Health Department, and several other organizations who were consulted during the process of researching and preparing the M.A. program proposal. USFSP faculty research and partnerships in civic engagement have been instrumental in building the existing, strong ties with community agencies and service systems, and the visibility of an M.A. program will certainly assist in the ongoing creation of new community partnerships.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See
B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable.

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

Above we detailed how the new degree advances all four goals of the SUS Strategic Plan 2005-2013, as described in Appendix 2 of that document. The M.A. in Psychology also supports three goals of the USF System Strategic Plan and the USFSP Strategic Plan. Without competing with other degree programs in
the USF System, it addresses:

**Goal 1: Academic Excellence, Student Access and Student Success** by meeting student demand for advanced education in Psychology in the region through a rigorous program of graduate study. The program will have a faculty advisor in Psychology to provide academic support for student retention and success;

**Goal 2: Impactful Research, Economic Leadership, and Civic Engagement** by directly engaging graduate students in coursework and research that brings them into contact with active faculty-student collaborations and partnerships with preventive and health initiatives involving the Pinellas County Health Department, Juvenile Welfare Board, All Children’s Hospital, Healthy Start Coalition, Mt. Zion Ministry and Human Services, Concerned Organization for the Quality of Education for Black Children in Pinellas County, the Drug Abuse Comprehensive Coordinating Office in Hillsborough County, and the statewide Florida Association of Family and Conciliation Courts. The opportunity the MA program will create for further expansion of existing USFSP-agency partnerships within the region also supports Goal 5;

**Goal 5: Expand and Diversify Resources.** Recent examples include funding from the St. Petersburg Times (now Tampa Bay Times) and Juvenile Welfare Board to conduct a family-strengthening clinical trial for high risk expectant African American couples, in a program administered by the faith-based community in partnership with the Health Department, using a curriculum written and evaluated by USFSP Psychology faculty. The MA Program creates expanded opportunities for corporate and foundational support for quality education and research.

The proposed degree also supports the USFSP Strategic Plan by addressing the four goals of academic distinction, research, diversity, increased enrollments and increased financial support. The program’s unique regional role in providing graduate training in research methodology and in risk, resilience and prevention are detailed above, and our faculty members conduct high quality prevention and health-related research that meaningfully involves USFSP students. The M.A. program will further the USFSP Psychology Department’s already-auspicious track record of student dissemination of their scholarly work to regional, national, and international audiences; as indicated above over 50 student-authored conference reports and publications have emanated from student-faculty research collaborations over the past 7 years. In addition, the M.A. program’s focus on prevention and service to underrepresented populations is expected to enhance diversity through its appeal to civically-minded underrepresented students; increase graduate program enrollments; and enhance partnerships with corporate and foundational funders as well as federal sponsors.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

Our Risk, Resilience, and Prevention (RRP) focus complements the current focus of the B.S. in Health Sciences at USF St. Petersburg. Specialty coursework in the RRP concentration could serve as elective coursework for students in other USF system graduate programs, such as Clinical Psychology, where such specialty coursework is not otherwise available. For example, in spring and fall 2011 USF Tampa doctoral students were encouraged to take a USFSP Psychology Infant-Family Mental Health graduate course offering that would complement their program of study. Our department has recently developed a one-year graduate certificate program in Infant-Family Mental Health. Courses in the certificate program could be used to fulfill graduate course electives for the Master’s in Psychology, and students would have an opportunity to take coursework with faculty in other disciplines at USFSP (Interdisciplinary Social Sciences, Dr. Susan Allen) that have expertise in this field. We will also encourage our students to pursue elective courses elsewhere in the USF System (e.g., we have consulted with the Dean of Public Health at USF Tampa and have a pertinent list of course offerings that will be relevant for our students pursuing the RRP track).
• Demonstrate awareness of how cultural perspective influence beliefs, values and behavior.

SLO 3: Critical Thinking Skills
• Provide appropriate theoretical rationale based on existing literature for development of research questions and testable research hypotheses.
• Demonstrate competence in searching for and retrieving relevant literature and in conducting statistical analyses and presenting results using contemporary computer applications.
• Demonstrate ability to analyze data using basic descriptive and inferential statistics. Evaluate the merit of different arguments and recognize biases and fallacies.

Assessment Approaches

Qualifying exams and course embedded assessments using defined scoring rubrics (criterion-based rating scale) will be the principle assessment approaches. Other direct program learning measures for sub-sets of students pursuing different concentrations will include evaluation of teaching portfolios and of thesis projects and defenses.

All students in the M.A. program will be trained to develop:
A. Conceptual understanding of biological, social-developmental, and cognitive-learning foundations of health and human behavior (SLO 1, 2).
   1. Demonstrated by passing a Qualifying Exam on which biological, social-developmental, and cognitive-learning foundations are tested.
B. Capacity to analyze and interpret statistical data concerning applied health issues (SLO 1, 3).
   1. Demonstrated by passing a Qualifying Exam in Research Methods assessing:
      • Selection of correct statistical tests for given sets of data and research questions.
      • Accurate written descriptions of statistical test results and implications for given hypotheses.
      • Design of studies to test hypotheses, accounting for potential confounds, statistical power, and ethical considerations.

In addition, students in the Risk, Resilience and Prevention (RRP) concentration will demonstrate:
A. Understanding of the foundations, theory, and mechanisms surrounding prevention of both health-related and psychological disorders (SLO 2, 3).
   1. Demonstrated by identifying risk and resilience factors in cases where health and maladjustment are at stake, and proposing appropriate prevention and early intervention strategies
B. Evidence of insight into and understanding of cultural differences (SLO 2, 3).
   1. Demonstrated by reflecting on and writing about how their own culture impacts their psychological perspective.
   2. Assembling a portfolio outlining how information they have learned about diversity might be expected to influence their work with a multicultural population
C. Evaluating responsibilities of individuals, organizations and policies with respect to promotion of healthy human development, and proposing solutions to complex ethical issues (SLO 1, 3).
   1. Demonstrated by identifying a relevant problem demanding a change of approach at a system level and proposing a well-founded strategy to address the problem.

B. Describe the admission standards and graduation requirements for the program.

Must meet University requirements (Graduate Admissions) as well as requirements listed below.
C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

### Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>Drs. McHale, Pezzo, Durand, Chenneville, Clutter, Fowler, Gaskin-Butler, Allen</td>
<td>Psychology Department meets to confirm interest in developing a combined Master’s Program</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Dr. McHale, Dean Biafora</td>
<td>Psychology Chair meets with Dean to discuss feasibility of program</td>
</tr>
<tr>
<td>December 2010</td>
<td>Drs. McHale and Allen, and representatives from following agencies: Pinellas County Health Department, Eckerd Community Alternatives, Suncoast Center, Directions for Mental Health, PEMS, Healthy Start Coalition of Pinellas County</td>
<td>Psychology Chair and Dr. Allen meet with leadership from various agencies to discuss need/demand of graduate certificate and/or Master’s degree in Psychology</td>
</tr>
<tr>
<td>January-Sept 2011</td>
<td>Drs. McHale and Allen</td>
<td>Courses for Certificate Program developed and piloted to contribute to RRP concentration of Master’s Degree</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Drs. McHale and Pezzo</td>
<td>Chair and Associate Dean begin work on pre-proposal</td>
</tr>
<tr>
<td>August/September 2011</td>
<td>Drs. McHale and Clutter; Representatives from All Children’s Hospital, Juvenile Welfare Board, and other area agencies.</td>
<td>Formal job descriptions for major area employers collected</td>
</tr>
<tr>
<td>September 12, 2011</td>
<td>Dr. McHale</td>
<td>Contacts Chair of USF Tampa to discuss potential partnerships, overlap, and complexities (e.g., shared course numbers) with their PhD program.</td>
</tr>
<tr>
<td>September 16, 2011</td>
<td>Dr. McHale</td>
<td>Addresses questions about Pre-Proposal to CAS Undergraduate Curriculum Committee; Pre-proposal Reviewed, Approved by UCC.</td>
</tr>
<tr>
<td>September 30, 2011</td>
<td>Drs. McHale, Pezzo, Chenneville, Clutter, Salnaitis and Gaskin-Butler</td>
<td>Departmental Curriculum Committee meets to finalize curriculum and course offerings for Full Proposal</td>
</tr>
<tr>
<td>August/October 2011 (inclusive)</td>
<td>Drs. McHale and Pezzo</td>
<td>Chair and Associate Dean meet weekly from August to October to finalize curriculum and complete research for Full Proposal submission on 10/7/11</td>
</tr>
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</table>

### Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2011</td>
<td>Master’s in General Psychology approved for BOG Work Plan</td>
</tr>
<tr>
<td>May 2011</td>
<td>Department Requests and has approved creation of two additional faculty lines to support new program</td>
</tr>
<tr>
<td>September 2011</td>
<td>Pre-proposal approved by USFSP CAS Academic Program Committee and CAS Dean, forwarded to USFSP Graduate Curriculum Committee.</td>
</tr>
<tr>
<td>October 2011</td>
<td>Full Proposal completed and submitted to USFSP CAS Academic Program Committee</td>
</tr>
</tbody>
</table>
VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Psychology Department as a distinct unit within the USFSP College of Arts and Sciences is still not even five years old. As such it has not yet undergone a formal external review, and at the time of this proposal submission, the new USFSP B.S. in Health Science degree, to which our Department contributes, is in the process of initial implementation. However, the Department’s undergraduate Academic Learning Compacts (ALCs) have been reviewed annually by the USFSP Planning Effectiveness and Budget Committee (PEBC). The bulk of departmental response to PEBC reviews since the inception of the annual review process has been to collate required documentation and substantiating materials (e.g., grading rubrics) for all coursework in the undergraduate curriculum. The lone major change of consequence in the undergraduate program was the Department’s development and implementation of a set of new undergraduate diversity courses in Psychology (Psychology of Religion, Cross-Cultural Psychology, Women’s Mental Health) along with a curriculum change mandating completion of one of these diversity courses as a requirement for graduation. This curricular change was directly responsive to our undergraduate ALC area 4 (development of a culturally sensitive workforce to promote responsible civic engagement), and our Department took leadership both within the USF system, and nationally, in implementing this program requirement. Cultural awareness will also be a core thrust of graduate coursework.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Student Learning Outcomes
USFSP M.A. in Psychology program graduates will be able to:

SLO 1: Communication Skills
- Articulate psychological concepts clearly and concisely by presenting ideas in written formats that apply APA style.
- Articulate psychological concepts clearly and concisely by presenting ideas professionally in oral-presentation formats.

SLO 2: Content Discipline Knowledge/Skills
- Describe major theories, contributions, methodological approaches, and scientific foundations of Cognition/Learning, Physiological Psychology, and Typical/Atypical Development.
Program Admission Requirements for the 2-year Master’s program

1. A baccalaureate degree from a regionally accredited institution, with a grade point average (GPA) of 3.00 or better in the last two years (60 hours) of undergraduate work or a Graduate Record Examination (GRE), score of 1050 or higher, including a score of 4 or higher on the Writing subsection.

2. Undergraduate Introduction to Psychology and Statistics classes are required. An undergraduate Research Methods course is preferred, but not required.

3. A 1000-word statement of intent for seeking an M.A. in psychology, including discussion of: your academic background; the specific scholarly issues in which you have an interest; how your background has prepared you to excel in the psychology M.A. program; and how you intend to apply your education when you complete the M.A. program.

4. Three letters of recommendation from qualified people familiar with the nature of the work required of graduate students in the social sciences, and who can address your ability to excel in graduate work.

5. Two examples of professional or academic writing.

Program Admission Requirements for the combined 4+1 Master’s program

1. Psychology major at USF St. Petersburg or other accredited institution having completed at least 60 credit hours.

2. Preferred: Grade point average (GPA) of 3.50 or better overall including a 3.50 or better in Departmental “gateway” courses (Introduction to Psychology, Statistics, Research Methods) and in any other required Psychology coursework completed.

3. Preferred: GRE score of 1150 or higher, including a score of 4 or higher on the Writing subsection.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The M.A. in Psychology requires 33 hours of coursework for the non-thesis track and 27 coursework hours with a thesis for 6 credit hours for those students admitted on a thesis track. All students are required to take 5 core courses and to pass qualifying examinations during the first year of study and then to choose a specialization concentration during their second year of study. As an option, students may take up to 6 hours of the 33-hour requirement in an area of specialization through other departments of the university, including 3 at any other USF system campus.

Qualifying Exams:
For advancement to the second year of graduate study, students must pass all five required first-year core courses with a grade of B (not B-) or better, and pass a comprehensive qualifying exam in (a) biopsychosocial bases of development; and (b) statistics and research methodology at the conclusion of their first full year of study.

Non-Thesis Option:
Students may choose admittance to the RRP concentration. Students admitted to the RRP concentration pursue study of individuals across their lifespan in the context of family, peer networks, child-care programs, schools, neighborhoods, and larger communities. Our program stresses theory and research in
the ultimate service of policy and practice. Health and well-being of children, youth, and adults, pathways through which group disparities emerge and reduction of disparities, and innovative educational and societal strategies for promoting health and preventing illness and later psychological maladjustment are key content areas. Thematic areas include prevention science and health psychology, infant-family mental health, ethics, cultural competence, individual and family strengths and developmental risk and disability. All students must demonstrate competencies in working with data and addressing applied research questions through successful completion of a Qualifying Exam in Research Methodology.

**Thesis Option:**
Students admitted on a thesis track will complete an empirical research study on a topic approved by a thesis committee of three (3) faculty members and defended orally before this committee at the end of the second year of study. During the course of their second year thesis work, students must enroll in 6 credits of Thesis Research. Student in the RRP concentration can elect to do a thesis.

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

**Two-Year M.A. in Psychology:**

**Year 1: Core Requirements, All Students** (5 Core Classes, 1 Elective):

- **Fall Semester:**
  - PSB 6056 (3) Physiological Psychology
  - PSY 6XXX (3) Typical and Atypical Development
  - PSY 6217 (3) Research Methods and Measurement

- **Spring Semester:**
  - EXP 6608 (3) Cognitive Psychology
  - PSY 6218 (3) Graduate Research Methods
  - RRP or Other Elective (See Elective Courses Below)

Qualifying Exam in Research Methodology; Qualifying Exam in Biopsychosocial Bases

**Year 2 (Non-Thesis Track)**

- **Fall Semester:**
  - Three RRP or Other Electives

- **Spring Semester:**
  - Three RRP or Other Electives

**Year 2 (Thesis Track)**

- **Fall Semester:**
  - Two RRP or Other Electives
  - PSY 6971 (3) Thesis Research

- **Spring Semester:**
  - Two RRP or Other Electives
  - PSY 6971 (3) Thesis Research

**Electives: Risk, Resilience and Prevention Concentration**
- CLP 6XXX (3) Prevention Science and Health Psychology
- CLP 6XXX (3) Professional and Ethical Issues in Applied Psychology
- CLP 6XXX (3) Infant-Family Mental Health
- CLP 6XXX (3) Cultural Competence
- CLP 6XXX (3) Developmental Disabilities and Other Disorders of Childhood Adolescence
CLP 6XXX (3) Working with Families of Infants and Toddlers

Electives: Other
EXP 6930 (3) Topics in Experimental Psychology (May be repeated for credit with different subject matter)
SOP 6266 (3) Topics in Social Psychology (May be repeated for credit with different subject matter)
CLP 6937 (3) Grant Writing
PSY 6XXX (3) Teaching of Psychology
PSY 6947 Grad Instruction Methods

Combined 4+1 M.A. in Psychology:
Fall Semester, Senior Year
PSB 6056 (3) Physiological Psychology
PSY 6217 (3) Research Methods and Measurement

Spring Semester, Senior Year
EXP 6608 (3) Cognitive Psychology
PSY 6218 (3) Graduate Research Methods

Qualifying Exam in Research Methodology (May of each academic year)

Summer Semester Following Graduation
PSY 6XXX (3) Typical and Atypical Development
RRP or Other Elective

Qualifying Exam in Biopsychosocial Bases

Year 2 (Non-Thesis Track)
Same course selections as second-year students in 2-Year Master’s

Year 2 (Thesis Track)
Same course selections as second-year students in 2-Year Master’s

E. Provide a one- or two-sentence description of each required or elective course.

CLP 6XXX (3) Cultural Competence. Provides a foundation in the field of multicultural psychology. Addresses cultural and minority status and the role of multicultural issues in mainstream research, with emphases on several cultural groups living in the United States.*

CLP 6XXX (3) Developmental Disabilities and Other Disorders of Childhood and Adolescence. Coverage of concepts and research in the scientific study of developmental disabilities and other disorders of childhood and adolescence. Emphases on basic conceptual and research issues in classification and diagnosis; features of common developmental disabilities and disorders of childhood and adolescence; research findings concerning causes and correlates of disabilities and disorders.*

CLP 6XXX (3) Infant-Family Mental Health. Overview of the field of infant-family mental health. Topics include brain development, normally progressing and problematic early development, infant-caregiver relationships, coparenting and family relationship dynamics in cultural context, diagnosis and assessment, preventive and intervention approaches designed to strengthen child and family functioning, and policy issues.*

CLP 6XXX (3) Prevention Science and Health Psychology. Detailed coverage of current theories, research, and practice in prevention science and health psychology. Addressed are contributions of psychology and prevention science to a wide range of evidence-based health promotion and prevention interventions.*

CLP 6XXX (3) Professional and Ethical Issues in Applied Psychology. Coverage of ethical, legal, and professional standards and guidelines that direct the activities of psychologists in a variety of settings including, but not limited to, clinical settings, research settings, educational settings, community settings,
and hospital administration settings.*
CLP 6XXX (3) Working with Families of Infants and Toddlers. Principles of prevention and intervention with diverse family systems. Emphases on conceptual bases of effective family strengthening efforts and applications of dyadic, triadic, family group, multi-parent and multi-family group interventions in work with common family forms including nuclear and fragile families, extended and kinship families, post-divorce families, biological-foster family systems coparenting infants, and others.*
CLP 6937 (3) Grant Writing. Principles of effective grant writing for federal agencies, foundations and corporation including how to initiate contact with potential funders, planning calls and meetings, and building partnerships with donors, key components of a proposal, essentials of budget preparation, including both financial elements and budget narratives.
DEP 6XXX (3) Typical and Atypical Development. Introduction to theory and research on both typical and atypical development of individuals from birth to late life.*
EXP 6608 (3) Cognitive Psychology. A survey of the research and theory dealing with higher memory, language, and the higher mental processes, including perception.
EXP 6930 (3) Topics in Experimental Psychology. Study of cognition from neuropsychological perspective with special focus on areas of attention, perception, memory, and executive functioning. Cases of brain damage or disorders compared with theories of normal cognition to provide balanced understanding of the nature of cognition. May be repeated for credit with different subject matter.
PSB 6056 (3) Physiological Psychology. Introduction to data and research methods in Physiological Psychology. Topics include neurophysiology and neuroanatomy, sensory and motor systems, and internal regulation.
PSY 6XXX (3) Teaching of Psychology. Application of psychological principles to the educational process. Readings, lectures and activities focus on areas of development, behavioral, cognitive, and social learning, effective instruction, educational assessment, student motivation, and classroom management. Emphasis on learner-centered model of instruction in which attention is placed on student learning outcomes, and means of achieving these outcomes. *
PSY 6217 (3) Research Methods and Measurement. Coverage of research strategies, design and analysis, and measurement theory in psychological experimentation. Inferential statistics, anova, correlation methods, and interpretation.
PSY 6218 (3) Graduate Research Methods. Advanced coverage of research strategies, design and analysis, and measurement theory in psychological experimentation. Emphasis on common field applications.*
PSY 6947 Grad Instruction Methods. Special course for training of teaching assistants. May be repeated for credit with different subject matter.
SOP 6266 (3) Topics in Social Psychology. Study of advanced topics in social psychology to include social cognition, judgment, and decision-making. May be repeated for credit with different subject matter.*

*These courses are approved by the USFSP Graduate Council and have been approved by USF System concurrence.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

The 2010 American Psychological Association report, *Psychology as a Core Science, Technology, Engineering, and Mathematics (STEM) Discipline*, addresses reasons why psychological science is inconsistently included within public and private initiatives to enhance STEM research and education. APA has advanced an agenda to advocate for more consistent inclusion. The 2010 report was formally accepted by the APA Council of Representatives. In developing our curriculum we consulted with potential area employers concerning expected competencies and job duties of current and anticipated future hires. Our qualifying examination in Research Methods developed in collaboration with an advisory board of community agency collaborators will be designed to incorporate questions on applied research-based issues, and our grant writing course will include concepts and materials contributed by area non-profits as well as tutelage in grant writing for federal agencies.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The American Psychological Association (APA) is the accreditation agency for doctoral graduate programs in clinical, counseling, school psychology, other developed practice areas, and combinations of two or three of those areas. Pre-doctoral internships in the above areas may be accredited. Postdoctoral residencies in traditional (clinical, counseling, school) or specialty areas of professional psychology are also accredited. The Commission on Accreditation does not accredit master’s level or undergraduate level programs in psychology.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

Not applicable.

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The M.A. in Psychology degree program is a hybrid program. It features select core and elective courses through online delivery, augmented by traditional classroom delivery for research skill courses and for advanced seminars in the general experimental track. Opportunities for research with USFSP psychology faculty are available to students admitted on a thesis track. An elective teaching practicum enables students to become familiar with both classroom and online delivery of undergraduate psychology courses and to develop and deliver specific modules for a course as part of the supervised experience.

IX. Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Six existing ranked faculty and 1 anticipated ranked faculty member will be participating in the program through Year 5. The new hire faculty line will be converted to a tenure-line hire by Year 3. (See Appendix A Tables)

<table>
<thead>
<tr>
<th>(a) Faculty Code</th>
<th>(b) Name</th>
<th>(c) Highest Degree Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>James McHale</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>Mark Pezzo</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>Tiffany Chenneville</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>Michiko Clutter</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>Christina Salnaitis</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>Vikki Gaskin-Butler</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>A</td>
<td>New Hire</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>
B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The program will be taught by existing faculty, assisted initially by a Visiting Assistant Professor whose line will be converted to a tenure-line hire by Year 3. Current salaries and benefits of $79,554 will be reallocated from the College of Arts and Sciences (CAS) E&G to pay for existing faculty in 2013-14 (when only 7 classes will be taught to a first-year Year 1 cohort in the 2-year M.A. program. Beginning in 2014-15, the number of classes taught annually will move from 7 to 13 as we educate both a new Year 1 cohort and the class now in their second year of the 2-year M.A.). An additional $15,473 will be reallocated from CAS) E&G to pay for the anticipated Visiting Assistant Professor in 2013-14 who will contribute to teaching graduate-level courses in Years 1 and 2. In Year 5, the faculty salaries and benefits will total to $117,111. The Continuing Base E&G will be $88,666 with $28,445 of New Enrollment Growth E&G devoted to the new tenure-line hire that will begin in Year 3. (See Appendix A Tables)

C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

In 2011-12, the Psychology Department is constituted of 6 tenure-line faculty and one instructor. The Department typically graduates the largest number of majors in the College of Arts & Sciences (approximately 100 per year) and annually produces the second highest number of SCH in the College of Arts & Sciences, second only to the English Department. Comparative SCH totals over the past three years attest to the sustained productivity of our departmental faculty as undergraduate teachers:

AY 2010-11 = 7,323 SCH (English = 10,339; Languages = 6,786)
AY 2009-10 = 6,102 SCH (English = 10,363; Languages = 6,252)
AY 2008-09 = 6,072 SCH (English = 8,548; Languages = 4,976)

Four of the six faculty members contributing to the Master’s program have won awards for excellence in teaching and mentorship. Moreover, academic scholarly production in the Department is among the strongest at USF St. Petersburg, both in terms of volume and impact of scholarly publications and in terms of grant-supported research. Collectively, faculty who will be contributing to the Master’s program have published 113 scholarly books, chapters, and peer-reviewed articles in the program-relevant areas of behavioral medicine, health psychology, pediatrics, family psychology, medical ethics, infant and child development, educational and school psychology, neuropsychology and cognitive neuroscience, social cognition, human judgment, and professional psychology. See Appendix B Faculty Curricula vitae for details.
X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

With eight library faculty, four information management professionals, and 8-10 paraprofessional staff, the Nelson Poynter Memorial Library provides access to over 260,000 items in-house, and to an electronic library with 26,000 e-journals, more than 320,000 e-books, over 800 databases, and over a million art images. The library has a 45 station networked information commons, a 25 station instruction classroom, and an Instructional Media Services department providing instructional technology and distance learning support services. In addition to traditional reference, bibliographic instruction, circulation and interlibrary loan, the library also provides online renewal, interlibrary loan, and reference services including “Chat” reference, and a full-time Distance Learning Librarian. A librarian liaison assigned to the psychology program offers collection development reference, research, and bibliographic instruction services to students and faculty.

Volumes held at the USFSP library with specific LC subject headings:

Currently, students and faculty have access to 8,009 print titles and 5,075 online materials in psychology (Library of Congress call numbers BF, QP, RC) through the USFSP Library.

Volumes held at the USFSP library with specific LC subject headings:

<table>
<thead>
<tr>
<th>Call Number area:</th>
<th>USFSP print</th>
<th>Online</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BF1-990 Psychology</td>
<td>5197</td>
<td>3013</td>
<td>8210</td>
</tr>
<tr>
<td>QP351-495 Neurophysiology and neuropsychology</td>
<td>482</td>
<td>534</td>
<td>1016</td>
</tr>
<tr>
<td>RC435-571 Psychiatry</td>
<td>2330</td>
<td>1528</td>
<td>3858</td>
</tr>
</tbody>
</table>

Specific online databases/collections relevant to Psychology: 
PsycINFO
Specific Journals:

The Poynter Library has access to more than one thousand journals relating to psychology. Selected high impact titles that are relevant to the proposed concentrations are listed below:

Advances in Experimental Social Psychology (1995-date)
American Journal of Public Health (1911-date)
American Psychologist (1946-date)
Annual Review of Clinical Psychology (2005-date)
Annual Review of Psychology (1950-date)
Behavioral and Brain Sciences (1997-date)
Biological Psychology (1973-date)
Children and Youth Services Review (1979-date)
Child Abuse & Neglect (1977-date)
Child Development (1930-date)
Child Maltreatment (1999-date)
Clinical Child and Family Psychology Review (1998-date)
Current Directions in Psychological Science (1992-date)
Developmental Neuropsychology (1985-date)
Developmental Psychology (1969-date)
Developmental Review (1981-date)
Developmental Science (1998-date)
Early Childhood Research Quarterly (1986-date)
Health Psychology (1993-date)
Infant Behavior and Development (1978-date)
Journal of Abnormal Child Psychology (1997-date)
Journal of Abnormal Psychology (1906-date)
Journal of Adolescent Health (1995-date)
Journal of Applied Psychology (1917-date)
Journal of Behavioral Health Services and Research (1997-date)
Journal of Child and Family Studies (1997-date)
Journal of Clinical Child and Adolescent Psychology (1971-date)
Journal of Community Psychology (1997-date)
Journal of Consulting and Clinical Psychology (1937-date)
Journal of Counseling Psychology (1954-date)
Journal of Emotional and Behavioral Disorders (1999-date)
Journal of Experimental Child Psychology (1964-date)
Journal of Pediatric Psychology (1996-date)
Journal of Personality and Social Psychology (1965-date)
Journal of Research on Adolescence (2000-date)
Monographs of the Society for Research in Child Development (1936-date)
Patient Education and Counseling (1995-date)
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

The USFSP Library contributes to the cost of the system-wide electronic resource collection using a formula based on student FTE. These resources are established to support research through the doctorate level and the current collection is more than appropriate for a Master’s degree in psychology or beyond.

The current library book budget for psychology is directed at the undergraduate level. Additional resources for enhancing this collection to support a graduate program in psychology are estimated at $4,000 per year.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The available physical resources include two computer classrooms in Davis and Bayboro Hall to support training of students in research design and analysis, and 6 individual faculty laboratories to support the research studies of students admitted on a thesis track. It is estimated that 15 graduate students will begin the program in the fall of 2013 and that number will increase annually up to 25 in each new program cohort by year three.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

In Year 1, a non-recurring cost of $50,000 has been budgeted for creation of a new physiological psychology laboratory. The estimate is inclusive of the costs needed to equip the laboratory with the requisite equipment for the conduct of specialized research of the new tenure-line hire in physiological psychology.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

All existing faculty laboratories are equipped with requisite equipment for the conduct of the specialized research of the faculty member. Existing computer classrooms are of adequate size to teach an annual cohort of 25 students in Research Methods courses.

F. Describe additional specialized equipment that will be needed to implement and/or
sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

The only additional new specialized equipment would be that required by the research program of the new tenure-line hire in physiological psychology.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No additional resources required.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Not applicable.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Not applicable.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university’s fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not applicable.
Appendix A – Tables 1-4
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1 HC</th>
<th>Year 1 FTE</th>
<th>Year 2 HC</th>
<th>Year 2 FTE</th>
<th>Year 3 HC</th>
<th>Year 3 FTE</th>
<th>Year 4 HC</th>
<th>Year 4 FTE</th>
<th>Year 5 HC</th>
<th>Year 5 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>15</td>
<td>9</td>
<td>20</td>
<td>12</td>
<td>17</td>
<td>10</td>
<td>17</td>
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<td>10</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Additional out-of-state residents***</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Totals</td>
<td>15</td>
<td>9</td>
<td>20</td>
<td>12</td>
<td>25</td>
<td>13</td>
<td>25</td>
<td>13</td>
<td>25</td>
<td>13</td>
</tr>
</tbody>
</table>

* List projected yearly cumulative ENROLLMENTS instead of admissions
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR category in a given COLUMN.
## APPENDIX A

### TABLE 2 (DRAFT)

**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funding Source</td>
<td>Subtotal E&amp;G, Auxiliary, and C&amp;G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing Base** (E&amp;G)</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>79,554</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>15,473</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Library</td>
<td>4,000</td>
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</tr>
<tr>
<td>Expenses</td>
<td>50,000</td>
<td>0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$149,027</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs (‘reallocated base,’ ‘enrollment growth,’ and ‘other new recurring’) from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (person-years)</td>
<td>0.658</td>
<td>1.127</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td><strong>$149,027</strong></td>
<td><strong>$121,111</strong></td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td><strong>$16,559</strong></td>
<td><strong>$9,316</strong></td>
</tr>
</tbody>
</table>

Worksheet Table 2 Budget
## TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS Existing E&amp;G for Existing Faculty &amp; New Hires</td>
<td>6,007,157</td>
<td>149,027</td>
<td>$5,858,131</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| Totals | $6,007,157 | $149,027 | $5,858,131 |

* If not reallocating funds, please submit a zeroed Table 3
<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline or Specialty</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Mos. Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>James McHale, Ph.D.</td>
<td>Psychology</td>
<td>Assoc. Prof.</td>
<td>Tenure</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.75</td>
<td>0.250</td>
<td>0.188</td>
<td>0</td>
<td>0.75</td>
<td>0.250</td>
<td>0.188</td>
</tr>
<tr>
<td>A</td>
<td>Mark Pezzo, Ph.D.</td>
<td>Psychology</td>
<td>Assoc. Prof.</td>
<td>Tenure</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
<td>0</td>
<td>0.75</td>
<td>0.250</td>
<td>0.188</td>
</tr>
<tr>
<td>A</td>
<td>Tiffany Chenneville, Ph.D.</td>
<td>Psychology</td>
<td>Asst. Prof.</td>
<td>Tenure-Earning</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
</tr>
<tr>
<td>A</td>
<td>Michiko Clutter, Ph.D.</td>
<td>Psychology</td>
<td>Asst. Prof.</td>
<td>Tenure-Earning</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
</tr>
<tr>
<td>A</td>
<td>Christina Salnaitis, Ph.D.</td>
<td>Psychology</td>
<td>Asst. Prof.</td>
<td>Tenure-Earning</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
<td>0</td>
<td>0.75</td>
<td>0.125</td>
<td>0.094</td>
</tr>
<tr>
<td>A</td>
<td>Vikki Gaskin-Butler, Ph.D.</td>
<td>Psychology &amp; Interdisciplinary SS</td>
<td>Instructor</td>
<td>MYA</td>
<td>Fall 2013</td>
<td>0</td>
<td>0.00</td>
<td>0.000</td>
<td>0.000</td>
<td>0</td>
<td>0.75</td>
<td>0.375</td>
<td>0.281</td>
</tr>
<tr>
<td>C</td>
<td>New Hire, Ph.D.</td>
<td>Psychology</td>
<td>Instructor</td>
<td>MYA</td>
<td>Fall 2015</td>
<td>0</td>
<td>0.00</td>
<td>0.000</td>
<td>0.000</td>
<td>0</td>
<td>0.75</td>
<td>0.375</td>
<td>0.281</td>
</tr>
</tbody>
</table>

**Total Person-Years (PY)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.658</td>
<td>1.127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Current Education &amp; General Revenue</td>
<td>0.658</td>
<td>0.846</td>
</tr>
<tr>
<td>B</td>
<td>Current Education &amp; General Revenue</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>C</td>
<td>New Education &amp; General Revenue</td>
<td>0.000</td>
<td>0.281</td>
</tr>
<tr>
<td>D</td>
<td>Contracts/Grants</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>E</td>
<td>Contracts/Grants</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Overall Totals for Year 1**: 0.658
**Year 5**: 1.127

Worksheet Table 4 Faculty
Appendix B – Faculty *Curricula vitae*
VITA
JAMES P. MCHALE
Department of Psychology, University of South Florida St. Petersburg
St. Petersburg, FL 33701
(727) 873-4848; www.stpt.usf.edu/fse

EDUCATION:
Ph.D., 1992, University of California, Berkeley
M.S., 1985, Tulane University
B.A., 1981, University of South Florida

PROFESSIONAL EXPERIENCE:
2008- Professor and Chair, Department of Psychology, USF St. Petersburg
2006-08 Division Head, Psychology, Social Work & Philosophy, USFSP
2004-08 Associate Professor, College of Arts & Sciences, USF St. Petersburg
2000-03 Associate Professor of Psychology, Clark University, Worcester MA
2000-03 Director of Clinical Training, Clark University, Worcester, MA
2000-01 Extern, Philadelphia Child and Family Therapy Training Center
1994-99 Assistant Professor of Psychology, Clark University, Worcester MA
1993-94 Post-Doctoral Fellow, Children's Health Council, Stanford Med Center
1992-94 Post-Doctoral Fellow, Institute of Human Development, U. C. Berkeley
1990-91 Intern, Veteran's Administration Medical Center, Palo Alto, CA
1988-89 Intern, Langley-Porter Psychiatric Institute, San Francisco, CA
1986-87 Consultant, Asian Community Mental Health Services, Oakland, CA

PROFESSIONAL AFFILIATIONS:
American Psychological Association
Florida Association for Infant Mental Health
Society for Research in Child Development
Southeastern Psychological Association
World Association for Infant Mental Health

AWARDS AND HONORS:
Keynote Speaker, Strong Foundations: Minnesota’s Birth-to-Three Conference
and Fatherhood Summit, January, 2010
Plenary Interface, World Association for Infant Mental Health, Leipzig, Germany,
July, 2010
Irving B. Harris Keynote Speaker, Illinois Association for Infant Mental Health,
Chicago, IL, September, 2008
Invited Special Address, Zero To Three National Training Institute, Orlando, FL,
November 2007.
Double Nominee, Outstanding Professional Paper, Southeastern Psychological
Association, February 2007
AWARDS AND HONORS (continued):

Kenneth Citron Memorial Lecturer, Department of Psychiatry, Mt. Sinai Hospital, University of Toronto Faculty of Medicine, November 2007
Nominee, Outstanding Professional Mentor Award, Southeastern Psychological Association, February, 2007
Winner, Outstanding Professional Paper (with post-doctoral student D. Elliston), Southeastern Psychological Association, March 2006
Keynote Speaker, Ontario Association for Infant Development, April, 2005
Decade of Behavior Lecturer, World Association for Infant Mental Health, 2004
Irving B. Harris National Book Award of the Zero to Three Press, June, 2004
Hayden Fellowship for Excellence in Research and Teaching, 1999-2000
Lee Gurel/John E. Bell Outstanding Faculty Mentor Award, 1996-97

GRANT FUNDED ACTIVITY

National Institute of Child Health and Development R21 HD050730, "Incarceration, co-caregiving, and child adjustment", 2006-2010, $348,000
National Institute of Child Health and Development Program Post-Doctoral Supplement (to R01 HD42179), 2004-2005, $66,500
National Institute of Child Health and Development Program Pre-Doctoral Supplement (to R29 HD37172), 2000-2004, $170,636
National Institute of Mental Health RO3 MH54250, "Family-level dynamics during the toddler period", 1996-98, $175,000

GRANTS CURRENTLY UNDER REVIEW


PROFESSIONAL BOARDS AND SERVICE:

President Elect Florida Association for Infant Mental Health, 2011-12
Board of Directors Florida Association for Infant Mental Health, 2007-13
Pinellas County Healthy Start Coalition, 2010-2013
PROFESSIONAL AND EDITORIAL BOARDS AND SERVICE:

   Editorial Board, Parenting Science and Practice, 2002-2007
   Ad Hoc Editor Family Process, 2008-Present
   Ad Hoc Reviewer, Child Development
   Developmental Psychology
   Development and Psychopathology
   Infant Behavior & Development
   Infant Mental Health Journal
   Journal of Abnormal Child Psychology
   Journal of Family Psychology
   Journal of Personal and Social Relationships
   Journal of Marriage and the Family
   Parenting: Science and Practice
   Psychological Bulletin
   Social Development

GRANT AND CONFERENCE REVIEW PANELS AND SERVICE:

   Review Panelist, ZRG1 F11-A (20) L: Fellowships: Risk Prevention and Health
   Behavior, Center for Scientific Review, National Institutes of Health (March, 2010)
   Review Panelist, Special Emphasis Panel, ARRA RC4 Sustainable Community -
   Linked Infrastructure Panel 2, Center for Scientific Review, National Institutes of Health
   (February, 2010)
   Program Planning Workgroup, Zero To Three’s 2009 National Training Institute
   (January-July, 2009)
   Review Panelist, Social Sciences and Humanities Research Council of Canada
   (December, 2008)
   Review Panelist, Southeastern Psychological Association's 2009 regional
   conference (October, 2008)
   Program Planning Workgroup, Zero To Three’s 2008 National Training Institute
   (January-July, 2008)
   Review Panelist, Social Psychology, Personality, and Interpersonal Processes
   Study Section (SPIP), Risk, Prevention, & Health Behavior Integrated Review Group,
   Center for Scientific Review, National Institutes of Health (June, 2008)
   Program Planning Workgroup, Zero To Three’s 2007 National Training Institute
   (January-May, 2007)
   Review Panelist, Southeastern Psychological Association’s 2007 regional
   conference (October, 2006)
   Chair, Panel 19 (Family Relationships), Society for Research in Child
   Development’s 2007 national conference (August-September, 2006)
   Review Panelist, Social Psychology, Personality, and Interpersonal Processes
   Study Section (SPIP), Risk, Prevention, & Health Behavior Integrated Review Group,
   Center for Scientific Review, National Institutes of Health (March, 2006)
GRANT AND CONFERENCE REVIEW PANELS AND SERVICE:

Program Chair, Florida Association for Infant Mental Health’s 2006 state-wide conference (February, 2006)
Chair, Family Relations Panel, World Association for Infant Mental Health’s 2006 Congress (July-August, 2005)
Program Chair, Florida Association for Infant Mental Health’s 2005 state-wide conference (February, 2005)

PUBLICATIONS:


PUBLICATIONS (continued):


PUBLICATIONS (continued):


PUBLICATIONS (continued):


PUBLICATIONS (continued):


PUBLICATIONS (In submission/review):


CONFERENCE PRESENTATIONS:


CONFERENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


McHale, J. (2007, November). How IMH Professionals fail children when we ignore inter-caregiver dynamics. Special Address to the Zero To Three National Training Institute, Orlando, FL.


CONFERENCE PRESENTATIONS (continued):


McHale, J. (2006, December). Whither the family in Infant Mental Health diagnosis and practice? Field presentation given at the National Training Institute of the Zero To Three Conference, Albuquerque, NM.


CONFERENCE PRESENTATIONS (continued):


1. Kazali, C., Talbot, J., Elliston, D. & McHale, J. Coparenting narratives of expectant couples varying in states of mind with respect to attachment
2. Thompson, J., Scull, C., Berkman, J., Alberts, A., Carleton, M. & McHale, J. Coparenting behavior under duress is linked to perceived coparenting alliance strength
4. DeCourcey, W., Haskell, V. & McHale, J. Concordance of coparents' meta-emotion strategies and toddler emotion expression
5. DiLallo, M., Carr, E. & McHale, J. The family constructed: Parents' portrayals of coparenting during doll play With toddlers
6. Kuersten Hogan, R., Haskell, V. & McHale, J. Beyond the lab: Coparenting dynamics during mealtimes of preschool-aged children

Discussant: James P. McHale


CONFERENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


1. Shaw, D., McHale, J. & Vinden, P. Middle school boys and organized sports.
2. Smith, B., Vinden, P. & McHale, J. Middle school girls and organized sports.
3. Richer, D., McHale, J. & Vinden, P. The role of sports in the family-adjustment connection.

CONFERENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


CONFEENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


CONFERENCE PRESENTATIONS (continued):


2. Grugan, P. & McHale, J. Links between recollections of family conflict and current problem-solving behavior in college-aged students
3. Kuersten, R. & McHale, J. Differences in families' emotional expressions within dyadic and whole family contexts
5. Loding, B. & McHale, J. Correlates of high father involvement within the family patterns of maritally distressed and non-distressed couples

6. Talbot, J. & McHale, J. Young adults' representations of family-level processes in their family of origin


CONFERENCE PRESENTATIONS (continued):


Mark V. Pezzo
Department of Psychology
University of South Florida
St. Petersburg, FL 33701
Office: 727-873-4020

Education

B. S. 1987 Special Studies, Psychoacoustics (Magna Cum Laude), S.U.N.Y., Fredonia, N. Y.
M. S. 1991 Experimental Psychology (Social/Cognition), Ohio University, Athens, Ohio.
Ph. D. 1995 Experimental Psychology (Social/Cognition), Ohio University, Athens, Ohio.
* Additional graduate courses taken at Purdue University and University of Florida (1988-1989) with Dr. Robert Sorkin, Psychoacoustics Lab

Employment

1988-1989 Research Assistant, Perception Lab, University of Florida, Gainesville, FL
1990-1991 Research Assistant, Social/Judgment Lab, Ohio University, Athens, OH
1991-1994 Teaching Assistant, Ohio University, Athens, OH
1994-1995 Lecturer, University of North Carolina, Greensboro, NC
1995-2000 Visiting Assistant Professor, Wake Forest University, Winston-Salem, NC
2000-2006 Assistant Professor, University of South Florida St. Petersburg
2006 Program Coordinator, Psychological Science, USF St. Petersburg (Summer)
2006-2011 Associate Dean, College of Arts & Sciences, USF St. Petersburg
2007 Interim Chair, Environmental Science & Policy Program (3 months)
2006- Associate Professor, University of South Florida St. Petersburg

Honors and Awards

Outstanding Paper Award, Department of English, S.U.N.Y. Fredonia, 1986
Psychology Merit Award, S.U.N.Y., Fredonia, 1987,
University College Outstanding Graduate Teaching Award (finalist), Ohio University, 1993
Outstanding Teaching Assistant, College of Arts and Sciences, Ohio University, 1992; 1993
Student Government Excellence in Teaching Award, Wake Forest University, 1997-98
Student Government Excellence in Teaching Award, Wake Forest University, 1999-2000
Outstanding Undergraduate Teaching Award ($2000), University of South Florida, 2003
Excellence in Service Award, Student Disability Office, University of South Florida, 2005, 2006

Grants and Fellowships

John Houk Memorial Research Grant, Ohio University ($150); 1992, 1993
Training Grant ($500), University of Mississippi “Using Authorware in online Research”, 2000
PEEC Fellowship ($300), Ethics Across the Curriculum, University of South Florida, 2002
New Investigator Research Grant ($6280), University of South Florida, 2002-2003
National Science Foundation, “Epistemic Curiosity and Knowledge Seeking” Principal Investigator, $216,000; unfunded, 2005
German Research Foundation, Travel Grant, University of Leipzig ($1300), 2005
Research Development Award ($450), University of South Florida St. Petersburg, 2006
National Science Foundation, “Epistemic Curiosity and Knowledge Seeking” Co-Principal Investigator, submitted, $203,188, 2009
National Science Foundation, “Epistemic Curiosity and Knowledge Seeking” Co-Principal Investigator, submitted, $203,188, 2010

Professional Memberships

Association for Psychological Science
Medical Decision Making Society
Council of Colleges of Arts & Sciences
Society for Judgment and Decision Making
Society for Personality and Social Psychology
Society for the Teaching of Psychology (Division 2, APA)
Society for Psychology of Aesthetics, Creativity, and the Arts (Division 10, APA)

Editorial Board Membership

Medial Decision Making, August 2006 – 2009

Ad Hoc Reviewer

Applied Cognitive Psychology
Basic & Applied Social Psychology
Social Cognition
Evolution and Human Behavior
European Journal of Personality
Group & Organization Management
International Journal of Psychology (2011)
Journal of Experimental Psychology (Europe)
Journal of Experimental Psychology: General
Medical Decision Making
Memory
Memory & Cognition
Personality and Social Psychology Bulletin
Psychology, Crime, & Law
Psychonomic Bulletin & Review
Quarterly Journal of Experimental Psychology
Teaching of Psychology

National Science Foundation: Decision, Risk, & Management Science (2011)
Social Sciences and Humanities Research Council of Canada
Society for Medical Decision Making – Conference abstract reviewer

Publications

Pezzo, M.V., Santos, S., & Schlett, C. (in preparation). It makes sense now, but I (still) didn’t know it all along. How metacognition can trump sensemaking in hindsight bias research.

University of South Florida St. Petersburg


Published Abstracts (peer reviewed)


Manuscripts in preparation


Schlett, C., Pezzo, M. V. Should have, could have, and did know it all along. More on the inequality of hindsight bias. University of South Florida St. Petersburg.


Symposium Presentations (peer reviewed)


Conference Presentations (peer reviewed)


**Invited Lectures**


Pezzo, M.V. (2002). *How to think straight about psychology.* Invited talk given at Land 'O Lakes High School (December, 2002) as part of USF Faculty Lecture Program.


**Newspaper and Magazine articles for which I have been interviewed**

Cosmopolitan Magazine... TITLE... November 2010


Goldberg, C. (2003, August 5). Looking back now, it was 'hindsight bias'. Boston Globe


**Dissertation**

*Removing the Hindsight Bias: A test of the Motivated Processing Hypothesis*. Ohio University, 1996

Advisor: Hal R. Arkes

**Master's Thesis**

*The Effects of Outcome Valence and Outcome Likelihood on Decision Evaluations*. Ohio University, 1991

Advisor: Mark D. Alicke

**Teaching Experience**

Social Psychology
Social Cognition (Graduate Seminar)
Philosophy of Science (Honors Seminar)
Racism & Prejudice (Honors Seminar)
Computer Programming in Psychology
Research Methods

Motivation
Introductory Psychology
Psychology of Business
Sensation & Perception
Psychology of Gender
Statistics

**Faculty Advisor**

Psi Chi Honor Society, 2002-2008
Psychological Science Club, Co-advisor, 2003-2005
Pre-Med Club, Faculty Advisor 2009, 2010
Musician's Society, 2011
Directed Undergraduate Honors Theses

Amanda Wagner Allard, 2002, Age at parental divorce and attachment style
Jim Porter, 2002, Estimations of the size of threatening minority groups
Dan Riner, 2003, Snoping behavior as a function of social rejection
Luke Wilson, 2004, Classification of racially ambiguous stimuli
Rock Campbell, 2004, Exploring gender stereotypes in Latin America (committee member)
Katie Takas, 2004, Women’s Relationships with Incarcerated Men (committee member)
Sandy Pacheco Pehl, 2005, Interest in gossiping following social rejection
Ashley Clausen, 2006, A taxonomy of snoping behaviors
Sarah McDougal, 2006, Factors Predicting Offense Taking
Sarah Pigott, 2007, Patient preference for overconfident physicians
Eric Douthirt, 2008, The effects of repetition on rumor transmission
Tony Hernandez, 2008, Clinical factors associated with crying and Post-crying mood change

Graduate Advising (at University of South Florida Tampa)

Melanie Polkosky, 2005, Affective responses to speech-based e-service (Doctoral Dissertation, committee)
Robyn Choe, 2010, Judgments of Risk to Children, (Doctoral Dissertation, committee)
Nathan Hefleck, 2010, Factious Beliefs, (Doctoral Comprehensive Exam, committee)

Administrative, Governance, and Committee Service

USFSP Website Redesign Working Group, 2011
USFSP Research Council, 2011-2012
SACS Hospitality Committee, 2011
USFSP Course Design Group, 2010
Psychology Annual Review Committee, 2006-2011
Tenure & Promotion College Committee (USF Sarasota), 2010
USFSP Quality Enhancement Plan Committee, 2010-2011
Student Activity Fees Committee, 2010
USFSP Freshman Private Scholarship Selection Committee, 2010
Distance Learning Policy Committee, 2010
Emergency Management, Planning Team, 2010
Institutional Effectiveness Committee (Chair) 2008, 2009
USF System-wide Health Science Initiative, USFSP Representative, 2007-2008
Science & Technology Building Planning Committee, 2007-2008
Construction Management Selection Committee, 2007
Student Housing Committee, 2006
Academic Learning Compact Coordinator, 2005-2008
Faculty Council, College of Arts and Sciences, 2002-03; 2006
Faculty Senate, USFSP, 2002-03
Department Representative for Course Credit Transfer 2004-2005 (15 courses)
Bookstore Advisory Committee (CHAIR) 2003-2005
Program for Ethics in Education and Community (PEEC) Steering Committee, 2002-04
Experimental Participant Subcommittee (CHAIR), 2002
Institutional Effectiveness Committee 2001-02
Search Committees

Pre-Med Advisor Search Committee, 2011, member
QEP Co-Director Search Committee, 2011
Director of Quality Enhancement Plan, 2010-2011, member
Psychology (cognition/neuroscience), 2010-2011, member
Director of Development, 2008, member
Associate Dean, College of Education, 2007, member
Psychology (health) 2006-2007, member
Dean, Arts & Sciences 2006, member
Psychology (developmental) 2005-2006, member
Psychology (developmental) 2004-2005, member
Psychology (open) 2003-2004, member
Psychology (personality) 2002-2003, member
Psychology (clinical) 2002-2003, member
Psychology (open) 2000-01, chair
Criminology 2001-02, member
Journalism 2001-02, member
Journalism 2000-01, member
Career Counseling Director Search Committee 2000-01, member

Community Outreach & Mentorship

USFSP Smoke Free Campus Initiative, Chair, 2009, 2010
Pinellas County Colleges & University Anti-Smoking Workgroup (2008)
Musician, Children/Equestrian Benefit, 2009
Judge, Forensic League High School Debate Competition, USFSP, February, 2010
USF Team Leader Heart Walks, 2009
Breast Cancer Awareness Benefit Concert, Musician, 2008
Pinellas Tobacco-Free Coalition, Smoke-Free College Campus Initiative, March 2008
Faculty Governance Advisor to USF Sarasota Manatee (presentation Jan 25, 2008)
Alcohol and Other Drugs (AOD) Workshop (2008)
Ronald McDonald House, USFSP CAS Dinner, server, 2007
Student Disabilities “Murder Ball” participant, 2005
Hurricane Katrina Benefit Concert, Musician, 2005
Ban This! Gay Rights Benefit Concert, Musician, 2005
Creativity Workshop: Coach, Winston-Salem local school system, 1997; 1998

Last revised: 10/7/2011
CURRICULUM VITA

TIFFANY CHENNEVILLE, PH.D.
University of South Florida St. Petersburg
140 7th Avenue South, Davis Hall 258
St. Petersburg, Florida 33701
727-873-4585
chennev@email.usf.edu

EDUCATION

Ph.D. University of South Florida, 2000
School Psychology Program, Dept. of Psychological and Social Foundations
Accredited, American Psychological Association
Pre-Doctoral Internship at Louisiana State University Medical Center

Ed.S. University of South Florida, 1999
School Psychology Program, Dept. of Psychological and Social Foundations

M.A. University of South Florida, 1996
School Psychology Program, Dept. of Psychological and Social Foundations

M.A. University of Hartford, 1995
Clinical Psychology Program, Department of Psychology

B.A. University of South Florida, 1992 (Cum Laude)
Psychology Major, College of Arts and Sciences

ACADEMIC APPOINTMENTS

2006 to Present Assistant Professor, University of South Florida St. Petersburg, College of Arts and Sciences, Department of Psychology.

2005 to Present Joint Appointment, University of South Florida, College of Medicine, Department of Pediatrics, Pediatric and Adolescent Infectious Disease Program.

2005-2006 Clinical Assistant Professor, University of South Florida, College of Education, Department of Psychological and Social Foundations, School Psychology Program.

2005-2006 Courtesy Assistant Professor, University of South Florida St. Petersburg, College of Arts and Sciences, Department of Psychology.

2004-2005 Visiting Assistant Professor, University of South Florida St. Petersburg, College of Arts and Sciences, Department of Psychology.

2004-2005 Adjunct Professor, University of South Florida Sarasota-Manatee, College of Education, Department of Psychological and Social Foundations.

1997-2000 Graduate Teaching Assistant/Instructor, University of South Florida Tampa, College of Education, Department of Psychological and Social Foundations.
Graduate Courses
Adolescent Research HIV (GMS 6836)
Introduction to School Psychology Seminar (SPS 6936)
Doctoral and Ed.S. School Psychology Internship Seminar (SPS 7701)
Consulting for Staff Development (EDF 6166)
Psychoeducational Diagnosis and Prescription II (SPS 6198) (Teaching Assistant)

Undergraduate Courses
Ethics in Psychology (PSY 4931)
Ethics in Psychology and Health (CLP 4624)
Developmental Psychology (DEP 4053)
Introduction to Psychological Science I (PSY 2012)
Behavior Modification (CLP 4414)
Personality (PPE 4004)
Psychological Tests & Measurement (CLP 4433)
Child Psychology (DEP 3105)
Human Relations Skills (MHS 4052)
Human Development and Learning (EDF 3122)
Learning and the Developing Child (EDF 3214)
Directed Study (PSY 4913)

GRANTS

2011-2012 Co-Investigator ($49,656) Supplement for Responsible Conduct of Research Training at Government Medical College Surat (India) to 5D43TW006793 Fogarty International Research Collaboration Award, Fogarty International Center, National Institutes of Health. PI: Patricia Emmanuel, M.D., USF College of Medicine, Department of Pediatrics.

2007-2012 Co-Investigator ($1.1 million) USF-INDIA Program in Adolescent HIV/AIDS Research Training (PAHRT) Fogarty International Research Collaboration Award, Fogarty International Center, National Institutes of Health. PI: Patricia Emmanuel, M.D., USF College of Medicine, Department of Pediatrics.

2010-2011 Principal Investigator ($54,200) Enhancing NIH Supported Research in Gujarat, India Grant Number 1 S07TW008851-01, National Institutes of Health, Department of Health and Human Services, Fogarty International Center.

2008-2009 Principal Investigator ($12,500) The Relationship between Decisional Capacity, the Doctor-Patient Relationship and HIV Disease Management among Youth. University of South Florida Collaborative for Children, Families, and Communities.

2007-2008 Principal Investigator ($6,564) HIV and Tarasoff: When are mental health professionals likely to disclose a client's HIV status? New Investigator Research Grant, University of South Florida St. Petersburg.


2006-2007  **Principal Investigator ($6,484)** Prevalence of Cognitive Deficits and Social-Emotional Problems affecting Decisional Capacity among Children with HIV. New Investigator Research Grant, University of South Florida St. Petersburg.

2006-2007  **Principal Investigator ($30,071)** Competence to Participate in Medical Treatment among Children with HIV (project expansion). Pediatric Clinical Research Center Pilot Grant Program (supported in part by the Pediatric Clinical Research Center of All Children's Hospital and the University of South Florida, and the Maternal and Child Health Bureau, R60 MC 00003-01, Department of Health and Human services, Health Resources and Services Administration).

2005-2006  Co-Investigator ($13,145) Toward Creating Effective Educational Environments: A Study of Gay-Straight Student Alliances in Pinellas County High Schools. University of South Florida Collaborative for Children, Families, and Communities. PI: Maralee Mayberry, Ph.D., USF College of Arts and Sciences, Department of Sociology.

2005-2006  **Principal Investigator ($19,764)** Competence to Participate in Medical Treatment among Children with HIV: A Pilot Study. Pediatric Clinical Research Center Pilot Grant Program (supported in part by the Pediatric Clinical Research Center of All Children's Hospital and the University of South Florida, and the Maternal and Child Health Bureau, R60 MC 00003-01, Department of Health and Human services, Health Resources and Services Administration).

2004-2005  **Principal Investigator ($360)** Providing Undergraduate Students with an Extracurricular Educational Experience. Co-Curricular Teaching Grant (sponsored by the Crosswinds Program, a division of Student Life at the University of South Florida St. Petersburg).


1998-1999  **Principal Investigator ($2,000)** School psychologists' knowledge and attitudes about HIV. Pediatric AIDS Foundation Student Intern Award sponsored by the Elizabeth Glaser Pediatrics AIDS Foundation.

1997-1998  **Principal Investigator ($2,000)** HIV policies in Florida's schools. Pediatric AIDS Foundation Student Intern Award sponsored by the Elizabeth Glaser Pediatric AIDS Foundation.

1996-1997  **Principal Investigator ($1,500)** Knowledge and attitudes about HIV among Florida school district superintendents and school board members. Florida Association of School Psychologists Research/Innovative Practice Stipend.

**AWARDS AND HONORS**

2009  *Chancellor's Award for Teaching Excellence* ($5,000) University of South Florida St. Petersburg

2009  *College of Arts and Sciences Award for Teaching Excellence*, University of South Florida St. Petersburg

2008  *University of South Florida Ambassador Apple Polishing Award*

2008  *Florida Psychological Association Distinguished Service Award*  

2005  *Dean's Teaching Award* ($1,000), College of Arts and Sciences, University of South Florida St. Petersburg

2000  *Provost's Commendation for Outstanding Teaching by a Graduate Student*, University of South Florida
2000  
Research Day Honorable Mention (50) USF Collaborative for Children Families and Communities

1998  
University of South Florida Tampa Campus Library Graduate Scholarship ($1,000)

1996  
Cal Catterall Award ($500) International School Psychology Association

1991  
University of South Florida Honors Convocation

HONOR SOCIETIES

Psi Chi Honor Society
Golden Key National Honor Society
Pi Gamma Mu
Phi Kappa Phi
University of South Florida Arts and Sciences Honor Society

PUBLICATIONS


**MANUSCRIPTS UNDER REVIEW**


**PEER REVIEWED STATE, NATIONAL, AND INTERNATIONAL CONFERENCE PRESENTATIONS**


Chenneville, T., & Walsh, A. (2010, March). Decisional Capacity: What School Psychologists Should Know. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, Illinois. (Paper selected as one of 14 out of over 1,000 to be included in the “President’s Strand”)


**OTHER PRESENTATIONS, WORKSHOPS, AND GUEST LECTURES**

Chenneville, T., Menezes, L., Kumar, N., & Jesani, A. (2011, February). *Ethics in Health Research*. Two day workshop hosted by the Medical College Baroda (funded by NIH Grant Number 1S07TW008851-01), Vadodara, Gujarat, India.

Chenneville, T., Menezes, L., & Kumar, N. (2011, February). *Ethics in Health Research*. Two day workshop hosted by Government Medical College Surat (funded by NIH Grant Number 1S07TW008851-01), Surat, Gujarat, India.

Chenneville, T. (2010, October). *HIV and the Duty to Protect: The Role of Mental Health Professionals*. Faculty in Residence Series, University of South Florida St. Petersburg, St. Petersburg, Florida.


Chenneville, T., Binitie, I., & Tarquini, S. (2008, March). *Adherence and Pediatric/Adolescent HIV/AIDS: Predictors, Assessment, and Interventions*. Multidisciplinary Team Meeting for the Division of Pediatric and Adolescent Infectious Disease, Department of Pediatrics, College of Medicine, University of South Florida, Tampa, Florida.


Chenneville, T., & Gilliam, P. (2007, February). Transitioning Your Youth into Healthy Adulthood: Sexuality. Full day workshop hosted by the Bellevue Hospital Center and the Partnership for Family Health and Children’s HOPE Foundation (funded by Title I of the Ryan White Care Act), New York, NY.


DOCTORAL/THESIS COMMITTEES

2006-Present Doctoral Committee/Dissertation Member (Jason Hangauer) University of South Florida School Psychology Program.


2006-2007 Undergraduate Honors Thesis Committee Member (Heather Linton) University of South Florida St. Petersburg College of Business. Thesis title: “From my heart, mind, and soul: A collection of poems”

UNIVERSITY SERVICE

2011-Present  Undergraduate Council, College of Arts and Sciences Representative, USF St. Petersburg

2011 (Spring)  Psychology Search Committee, Member, USF St. Petersburg

2009-2011  General Education Committee, Member, USF St. Petersburg

2009 (Spring)  Counseling Center Search Committee, Member, USF St. Petersburg

2009 (Spring)  Distance Learning Committee, Member, USF St. Petersburg

2009-2010  Integrated Health Sciences Committee, Member, USF St. Petersburg

2007-2010  Psychological Sciences Organization, Advisor, USF St. Petersburg

2007-2008  Youth and Family Advisory Council Committee, Member, College of Medicine, Department of Pediatrics, USF

2007 (Spring)  Psychology Search Committee, Member, USF St. Petersburg

2005 (Spring)  Campus Women’s Collective, Co-Advisor, USF St. Petersburg

2005 (Spring)  Women’s Studies Program Committee, Faculty Advisor, USF St. Petersburg

2000 (Spring)  Students for Recovery Organization, Faculty Advisor, USF

1995-1997  Student Advisory Committee, Representative, School Psychology Program, Department of Psychological and Social Foundations, USF

1997 (Spring)  Portfolio Committee, Student Representative, School Psychology Program, Department of Psychological and Social Foundations, USF

PROFESSIONAL SERVICE

2011 to Present  School Psychology Review, Reviewer (Editor: Matthew Burns, Ph.D.)

2016 to Present  Journal of Adolescent Health, Reviewer, (Editor-in-Chief: Charles E. Irwin, Jr., M.D.)

2009 to Present  Journal of Developmental and Behavioral Pediatrics, Reviewer, (Editor: Suzanne Dixon, Ph.D.)

2009 to Present  Journal of the Scholarship of Teaching and Learning, Reviewer, (Editor: David Malik, Ph.D.)

2009 to Present  National Council for Accreditation of Teacher Education Board of Program Reviewers, Member

2008 to Present  Journal of Applied School Psychology, Editorial Board, (Editor: David Wodrich, Ph.D.)

2007 to Present  Journal of Pediatric Psychology, Editorial Board and Mentor, (Editor: Dennis Drocatr, Ph.D.)

2006-2011  National Association of School Psychologists Program Approval Board, Member
2006-2009  *Florida Psychological Association Board*, Pinellas County Chapter Board Representative


2006-2007  *Florida Psychological Association Committee on Gay, Lesbian, Bisexual, and Transgender Issues*, Member

2005-2007  *Florida Psychological Association*, Key Psychologist, Pinellas County Chapter

2007 (Spring)  *Outdoor Educational Retreat for HIV-Infected Boys (ROPES Course Weekend)*, Co-Facilitator for retreat organized for adolescent boys with HIV from the USF Pediatric and Adolescent Infectious Disease Program, Funded by the Children’s AIDS Foundation via an Allegany Community Outreach Grant through the Allegany Franciscan Ministries, Inc.

2007 (Spring)  *Camp Boggy Creek*, Volunteer and Co-Facilitator for Parent Support Group during HIV Family Weekend


1999-2000  *Journal of School Psychology*, Student Editorial Board

1998  *Florida Association of School Psychologists Research Committee*, Member


1997-1998  *National Association of School Psychologists’ Committee on Gay, Lesbian, and Bisexual Issues*, Member

1997  *American Psychology-Law Society*, Student Reviewer

**COMMUNITY SERVICE**

2005  *Breast Cancer 3-Day* (Tampa, Florida)
Raised $2,100 from individual sponsors for the Susan G. Komen Breast Cancer Foundation to walk 60 miles in 3 days

2004  *The Southernmost AIDS Ride Two* (Miami, Florida)
Raised $1,200 from individual sponsors for AIDS agencies in Florida to bicycle 165 miles in 2 days from Miami to Key West

2003  *Bike It and B.E.A.R. It for AIDS* (Miami, Florida)
Raised $1,200 from individual sponsors for AIDS agencies in Florida to bicycle 165 miles in 2 days from Miami to Key West

2002  *Sunshine Ride for AIDS* (Ft. Lauderdale, Florida)
Raised $1,350 from individual sponsors for AIDS agencies in Florida to bicycle 275 miles in 3 days from Ft. Lauderdale to Orlando

2001  *Red Ribbon Ride* (Orlando, Florida)
Raised $1,350 from individual sponsors to bicycle 275 miles in 3 days from Orlando to Ft. Lauderdale
2001  
*Habitat for Humanity* (Tampa, Florida)
Helped build homes for underprivileged families

1998-1999  
*Young Leadership Council* (New Orleans, Louisiana)
Member

1998-1999  
*The Methodist Home* (New Orleans, Louisiana)
Mentor

1997-1998  
*Ryan White Title 1 Planning Council for Tampa Bay* (St. Petersburg, Florida)
Member-in-Training

1997  
*Tampa AIDS Network* (Tampa, Florida)
Part-time camp counselor at Camp Wannago, a camp for children infected with HIV

1995-1996  
*American Red Cross* (Clearwater, Florida)
HIV/AIDS Education Instructor and HIV/AIDS African-American Education Instructor

1994-1995  
*New Britain AIDS Project* (New Britain, Connecticut)
AIDS Buddy

1992  
*AIDS Coalition of Pinellas* (Clearwater, Florida)
Fund raising and mailing list database entry

1992  
1992 *Election Committee* (Pinellas County, Florida)
District Committee Chairperson (elected) involved in fund raising and public support.

**PROFESSIONAL ASSOCIATIONS**

1993 to Present  
American Psychological Association

1995 to Present  
National Association of School Psychologists

2003-2010  
Florida Psychological Association

1995-2008  
Florida Association of School Psychologists

1997-2001  
American Psychology-Law Society - Division 41 of APA

1998-1999  
School Psychology Association - Division 16 of APA

1996-1998  
International Association of School Psychologists

1997-1998  
Council of Measurement in Education

**LICENSURE/CERTIFICATION**

2003 to Present  
Licensed Psychologist (Florida #PY6794)

1999 to Present  
Nationally Certified School Psychologist (National Association of School Psychologists)

2005 to Present  
Qualified Practitioner for Juvenile Sexual Offenders (under Florida law, Section 947.085, 9 (FS).

2002-2007  
Certified School Psychologist (Florida Department of Education)

1998-1999  
Certified School Psychologist (Louisiana Department of Education)
CLINICAL EXPERIENCE

2005 to Present  
Staff Psychologist (Former Director of Behavior Health and Psychosocial Services)  
University of South Florida College of Medicine, Department of Pediatrics, Division of Infectious Diseases, Pediatric and Adolescent HIV Program  
*Provide clinical services to include counseling and psychological assessment to children and adolescents ages birth to 21 who are infected with or affected by HIV; supervise clinical and school psychology graduate students, social workers, youth educators, and other mental health professionals; develop and implement policies and procedures relevant to the provision of mental health and psychosocial services; complete psychoeducational evaluations for national AIDS clinical trials.  
Supervisor/Contact: Patricia Emmanuel, M.D.

2003-2004  
Licensed Psychologist (Florida PY6794), Sub-Contract Private Practice  
Family Psychological Services, Palm Harbor, Florida  
*Conducted psychoeducational evaluations required as part of a contract with the Department of Juvenile Justice.  
Supervisor/Contact: Eric Rosen, Ph.D.

2004  
Licensed Psychologist (Florida PY6794), Sub-Contract Private Practice  
Behavioral Neuropsychology and Rehabilitation, St. Petersburg, Florida  
*Provided psychotherapeutic and assessment services to children, adolescents, and adults.  
Supervisor/Contact: Allen Lindsay, Ph.D.

2002-2004  
Nationally and State (Florida) Certified School Psychologist  
Pinellas County Schools, Department of Psychological Services, Florida  
*Provided psychological services, including assessment and intervention, to children at a Montessori elementary school and a Fundamental middle school. Additional responsibilities included consultation with parents, teachers, and educational personnel.  
Supervisor/Contact: Nancy Deane, Ph.D.

2001  
Nationally and State (Florida) Certified School Psychologist  
St. Joseph’s Hospital, Department of Child Psychiatry, Tampa, Florida  
*Co-led social skills training groups to children diagnosed with various mental and developmental disorders.  
Supervisor/Contact: Jonathan Greenstein, Ph.D.

2000-2001  
Nationally and State (Florida) Certified School Psychologist  
Hillsborough County School District, Department of Psychological Services, Florida  
*Provided psychological services, including evaluation, to elementary and middle school age children. Additional responsibilities included consultation with parents, teachers, and educational personnel.  
Supervisors/Contacts: Lisette Alexander, Ph.D. & Mike Cummings, Ph.D.

1999  
Independent Contractor  
Plaquemines Parish Public School System, Office of Pupil Appraisal  
Belle Chasse, Louisiana  
*Primary responsibilities included the evaluation of preschool, elementary, junior high, and high school students for special education programming in rural school settings. Additional responsibilities included consultation with parents, teachers, and educational personnel.  
Supervisors: Caroline Seigal, Ph.D., Stuart Stanley, Ph.D., & Gail Gillespie, Ph.D.
1996  
**Independent Contractor**  
*University Psychiatry Center, Tampa, Florida*  
*Responsible for the evaluation and classification of preschoolers referred through HEAD START for special education programming. Supervisor: Robert Werstlein, Ph.D.*

1995-1996  
**Clinical Therapist**  
*University Psychiatry Center, Tampa, Florida*  
*Responsible for conducting screenings for Attention Deficit Hyperactivity Disorder; psychosocial evaluations of juvenile delinquents; group and individual therapy with juvenile delinquents and child and adolescent inpatients; and anger management training with juvenile delinquents. Supervisor: Robert Werstlein, Ph.D.*

1994-1995  
**Graduate Clinical Internship**  
*Horizon Hospital, Clearwater, Florida*  
*Responsible for the evaluation and diagnosis of psychiatric adult and adolescent inpatients. Evaluations included the assessment of personality, intellectual functioning, and neuropsychological functioning. Supervisor: Steven Wu, Ph.D.*

**PROFESSIONAL INTERESTS**

- Pediatric and Adolescent HIV
- Law, Policy, and Ethics
- Issues facing Lesbian, Gay, Bisexual, and Transgender Youth

*References available upon request.*
Michiko Otsuki Clutter, PhD

Department of Psychology, University of South Florida, St. Petersburg
140 7th Avenue South, DAV 258, St. Petersburg, FL 33701
E-mail: motsuki@mail.usf.edu; Phone: 727-873-4867

Education

2005  Ph.D. in Developmental Psychology, University of California Riverside
      Concentrations: Health Psychology, Quantitative Methods

2002  M.A. in Psychology, University of California Riverside

2000  B.A., in Psychology, International Christian University, Tokyo, Japan

Professional Experience

2007-Present  Assistant Professor in Psychology, University of South Florida, St. Petersburg

2005-7  Postdoctoral Research Fellow in Behavioral Medicine, Johns Hopkins University
        Division of Pulmonary and Critical Care Medicine

Grants and Fellowships

2008  USF Collaborative Grant, University of South Florida ($12,500) The Relationship
      between Decisional Capacity, the Doctor-Patient Relationship and HIV Disease
      Management among Youth (Role: Co-Principal Investigator)

2008  New Investigator Research Grant, University of South Florida St. Petersburg
      ($6,497) Risk and Resilience in Adherence to Preventive Asthma Therapy among
      Young Adolescents (Role: Principal Investigator)

2005  University of California Graduate Dean's Dissertation Research Grant ($1,000) A
      Daily Process Model of Cigarette Use in Social Contexts Among Asian American
      College Smokers (Role: Principal Investigator)

2003-2005  University of California Tobacco-Related Disease Research Program Dissertation
      Fellowship ($60,000), Latino and Asian American College Students’ Smoking (Role:
      Principal Investigator)

Honors and Awards

2011  USF St. Petersburg Distance Learning Course Development Award
2010  USF St. Petersburg College of Arts & Sciences Award for Excellence in Teaching
2009  Honoree, USF Ambassadors Apple Polishing, Recognition for Outstanding Faculty,
      USF St. Petersburg
2008  Viva Award, USFSP Student Disability Services
2007  Travel Grant, American Thoracic Society International Conference
2007  Meritorious Student Abstract Award, Society of Behavioral Medicine
2005  Young Investigator Travel Award, 2nd Conference on Emerging Adulthood
2004  Phi Beta Kappa International Scholarship Award
2002  Travel Award, NIDA Child and Adolescent Work Group Mentoring Program
2000-2005  Chancellor’s Distinguished Fellowship Award, University of California Riverside
1999  Yuasa & Hosogi Memorial Award, International Christian University
Additional Training

2011  Transitioning to an Online Classroom, Blackboard Training, Nelson Poynter Library, University of South Florida St. Petersburg
2009  Dealing with Challenging Student Behaviors, Center for 21st Century Teaching Excellence (C21TE) Workshop, University of South Florida Tampa
2009  Research Methodology for Cancer Prevention Intervention Studies, American Society of Preventive Oncology Workshop, Tampa, FL
2009  NCI Workshop for Small Grants (R03) Program for Behavioral Research in Cancer Control
2009  Converting Courses to Online, Center for 21st Century Teaching Excellence (C21TE) Workshop, University of South Florida Tampa
2008  Creating a Teaching Portfolio, Center for 21st Century Teaching Excellence (C21TE) Workshop, University of South Florida Tampa
2006  Data Analysis Workshop, Johns Hopkins School of Public Health Winter Institute
2006  Biomedical Communications Workshop, Johns Hopkins University School of Medicine
2006  Motivational Interviewing Workshop, Brown Medical School
2004  Latent Trajectory/Growth Curve Analysis, Summer Program in Quantitative Methods of Social Research, University of North Carolina Chapel Hill
2002  National Longitudinal Study of Adolescent Health Users Workshop, NICHD
2002  NIDA Child and Adolescent Work Group Mentoring Program

Professional Membership

2001-2007 Society for Research on Adolescence
2006- American Thoracic Society, Behavioral Science Assembly
2006-2007 Society of Behavioral Medicine
2008- Adjunct Member, Health Outcomes & Behavior Program, Moffitt Cancer Center
2010- Society for Research on Nicotine and Tobacco
2010- Society for Pediatric Psychology

Service

Professional Service

2011  Ad-Hoc Reviewer, Sociological Inquiry
2011  Ad-Hoc Reviewer, Women & Health
2010  Grant Reviewer, National Priority Medicines for Children’ Programme, ZonMw, The Netherlands
2009  Ad-Hoc Reviewer, International Journal of Nursing Studies
2008-2009 Ad-Hoc Reviewer, Child Development
2008  Ad-Hoc Reviewer, Journal of Urban Health
2008  Ad-Hoc Reviewer, International Journal of Behavioral Development
2007  Awards Committee, Society for Research on Adolescence
2004  Ad-Hoc Reviewer, Journal of Adolescent Health
2002  Workshop Planning Committee, NIDA Mentoring Program
University Service

2011- Search Committee Member, Visiting Assistant Professor in Experimental Psychology, USF St. Petersburg
2011 Master's Thesis Committee Co-Chair (Lauren Bates), University of South Florida St. Petersburg, Department of Environmental Science, Policy, & Geography
2011- Dissertation Committee Member (Anna Ruth), University of South Florida Department of Anthropology
2011 Honor's Thesis Committee Member (Sean Ericson), University of South Florida St. Petersburg
2011 Search Committee Member, Cognitive Psychology/Neuroscience Tenure-Track Faculty Search Committee, University of South Florida St. Petersburg
2010 Attendee, University Assessment Day, GE and ALC meeting, University of South Florida St. Petersburg
2010 Attendee representing USF St. Petersburg, All Children's Hospital Legislative Breakfast
2009- Member, Research Council, University of South Florida St. Petersburg
2009 Member, Pre-Medical/Health Sciences Curricula Meeting
2009 Member, Academic Grievance Committee, University of South Florida St. Petersburg
2008 USFSP Poynter Library Dean Search Committee Member, University of South Florida St. Petersburg
2008- Faculty Advisor, Psi Chi Psychology National Honor's Society, University of South Florida, St. Petersburg
2007-8 Honor's Thesis Committee Member (Anthony Hernandez), University of South Florida St. Petersburg

Community Service

2011 Member, Florida Asthma Coalition Surveillance Workgroup
2009- Youth Committee Member, Tobacco-Free Coalition of Pinellas County
2007- Suncoast Pediatric Asthma Coalition, St. Petersburg, FL
2007- Member
2011- Chair
2008 Participant, Alcohol and Other Drug (AOD) Workgroup Meetings, University of South Florida St. Petersburg
2008- Organizer, Suncoast Tobacco-Free Campus Workgroup

Teaching Experience

2007- Health Psychology, Psychological Statistics, Research Methods in Psychology University of South Florida, St. Petersburg
2005 Health Behavior & Change, University of California Riverside

Publications


Manuscripts in Preparation/Under Review


Presentations

Peer-Reviewed Conference Presentations:

Clutter, M. O., Tahaney, K.D., & Nembhard, K. M. (2011, May). The roles of self-efficacy and smoking beliefs in quit attempts and intentions among adolescent daily smokers with and without asthma. To be presented at the annual meeting of the American Thoracic Society International Conference, Denver, CO.

Clutter, M.O., Hill, E., & Luong, T. (April, 2011). The roles of gender, asthma morbidity and nicotine dependence in quit attempts, intentions, and self-efficacy among adolescent daily smokers with asthma. To be presented at the National Conference in Pediatric Psychology, San Antonio, TX.
Sutter, M. E., Nemphard, K. M., Clutter, M. O. (2011, March). Friendship quality and asthma self-management. To be presented at the annual meeting of Southeastern Psychological Association, Jacksonville, FL.

Tahaney, K. D., & Clutter, M. O. (2011). Mental health and ethnic identity as predictors of smoking behavior among European American and Asian American college students. To be presented at the annual meeting of Southeastern Psychological Association, Jacksonville, FL.


Colloquium Presentations:

Clutter, M. O. (2011, September). Pediatric asthma: What does psychology have to do with it. Presented at Psychological Science Organization Colloquium Series, University of South Florida St. Petersburg.


References

Available upon request

Revised October 2011
CHRISTINA L. SALNAITIS FORMERLY CHRISTINA L. ADAMS

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United States Air Force Academy
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Country of citizenship: United States of America

EDUCATION

PH.D., EDUCATIONAL PSYCHOLOGY
University of Northern Colorado Greeley, CO Graduation: December 2008
Advisor: Dr. Marilyn Welsh Dissertation: Effectiveness of the first-year experience program at the University of Northern Colorado in supporting student transition and success: An application of Tinto's theory of college student withdrawal

M. A., PSYCHOLOGY; EMPHASIS: HUMAN NEUROPSYCHOLOGY
University of Northern Colorado Greeley, CO Graduation: May 2003

B. A., PSYCHOLOGY; MINOR: BIOLOGY
University of Northern Colorado Greeley, CO Graduation: May 2001

RESEARCH INTERESTS

EFFECT OF ANXIETY AND STRESS ON THE DEVELOPMENT OF EXECUTIVE FUNCTIONING

This research builds upon my interest in the transition between high school and college. The transition can be very anxiety-provoking, and has the potential to flood the brain with stress hormones for an extended period of time. The question is, how does the stress response affect the development of the frontal lobe, an area considered to subserve
executive functioning. Executive functioning is involved in goal-directed behavior, and the frontal lobe continues to develop well into the 20's, leaving the possibility that stress, anxiety, and depression during the college transition could alter the developmental course of executive functioning.

MULTIMEDIA LEARNING

Multimedia learning, such as audiovisual tutorials, is a promising area for individualized instruction. I am interested in studying when and how multimedia learning can be most beneficial through understanding of the cognitive processes involved in learning. My research is based on cognitive load theory, which postulates that knowledge acquisition is most effective when the instruction does not exceed the learner's working memory capacity. My research is also informed by dual-coding theory, which states that information is best presented through both auditory and visual pathways, but that duplicating visual information in an auditory form could overload working memory.

PROFESSIONAL EXPERIENCE

ASSISTANT PROFESSOR, 2011-PRESENT

Department of Psychology; College of Arts and Sciences; University of South Florida St. Petersburg; Primary duties include teaching, research, and service.

ASSISTANT PROFESSOR, 2009-2011

Dept of Behavioral Sciences and Leadership; United States Air Force Academy; Primary duties include teaching and research.

ACADEMIC SUPPORT & ADVISING GRADUATE RESEARCH ASSISTANTSHIP, 2007-2008

Learning Communities Center, University of Northern Colorado; Duties included developing course and instructor surveys for evaluation of first-year seminars; factor analyzing survey; writing reports on the effect of first-year seminar on GPA and spring re-enrollment, and disseminating results to stakeholders.

NEUROPSYCHOLOGY EXTERNSHIP, 2007

Denver Health, Outpatient Behavioral Health Services, Denver, CO. Duties included administering a range of neuropsychological tests to patients referred from the departments of psychiatry, neurology, or rehabilitation; interviewing patients on their medical history; and writing neuropsychological reports.

NATIONAL CENTER ON SEVERE AND SENSORY DISABILITIES GRADUATE RESEARCH ASSISTANTSHIP, 2007

University of Northern Colorado, Greeley, Colorado. Duties included conducting literature searches on issues relevant to low-incidence disabilities, summarizing findings for public dissemination via website, and uploading and formatting articles on website:

CENTER FOR RESEARCH ON LEARNING PROJECT COORDINATOR, 2005

ATTENTION AND EMOTION GRADUATE RESEARCH ASSISTANTSHIP, 2003-2004
Laboratory of Dr. Joseph Dien, University of Kansas; Duties included analysis of functional magnetic resonance imaging studies.

PUBLICATIONS


WORKS IN PROGRESS


Salnaitis, C. L., Umbaugh, R., & Welsh, M. C. Submitted. Retaining students through student-faculty interaction with first-year experience instructors and academic faculty: A structural equation modeling approach to identifying how instructors can foster out-of-class interaction.


CONFERENCE PRESENTATIONS


Adams, C. L. (January, 2004). Different approaches to anxiety and fear. Poster presented at the 1st Annual University of Kansas Research Summit, University of Kansas, Lawrence, KS and presented at the Capital Building, Topeka, KS.


TEACHING

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG, 2011-PRESENT
Instructor of Record for Cognitive Psychology and Research Methods

UNITED STATES AIR FORCE ACADEMY, 2009-2011
Instructor of Record for First Year Experience and Introduction to Behavioral Science

UNIVERSITY OF KANSAS, 2004
Graduate Student Instructor of Record for Cognitive Psychology, and General Psychology

UNIVERSITY OF NORTHERN COLORADO, 2005-2008
Graduate Student Instructor of Record for Child and Adolescent Psychology, and Social Psychology,

FRONTIERS OF SCIENCE INSTITUTE, SUMMER 2008
Instructor for Frontiers of Neuroscience at the University of Northern Colorado. Taught a course including genetics, cognitive psychology and neuroscience to high school students participating in a 6-week summer program for gifted students. Additional duties included mentoring four students in research on cortisol levels of women who report anxiety and disordered eating behaviors; escorting students on industrial visits, field trips, and camping trips to South Dakota and Rocky Mountain National Park; chairing committees to write alumni newsletter and open house program; and grading student research papers.

AWARDS AND GRANTS

Graduate Student Scholar, College of Education & Behavioral Science, UNC, 2008
Student Research Award, Rocky Mountain Psychological Association, 2007
UNC Conference Travel Award, 2002-2003, 2006-2007
Graduate Student First Year Fellowship, UNC, 2001, 2005

GROUPS/ORGANIZATIONS

International Neuropsychological Society
PROFESSIONAL SERVICE

Junior Faculty Representative of the Department of Behavioral Science and Leadership, USAFA, 2010-2011

Roundtable Chair for the 2010 Annual Meeting of the American Educational Research Association


Conference Coordination, Mountain States Teaching of Psychology Conference in Colorado Springs, CO September 2009

Graduate Program Committee, Graduate Representative, 2008

UNC Educational Psychology Society, Secretary/Treasurer, UNC, 05/06, 06/07, 07/08

New Faculty Search & Screen Committee, Graduate Representative, 2002

REFERENCES

Andy Katayama, Professor
Department of Behavioral Sciences and Leadership
United States Air Force Academy
2354 Fairchild Drive
USAF Academy, Colorado 80840
719-333-1313
andrew.katayama@usafa.edu

Marilyn Welsh, Professor
School of Psychological Sciences
University of Northern Colorado
McKee 14, Campus box 94
Greeley, CO 80639
970-351-2236
marilyn.welsh@unco.edu
Mark Alcorn, Department Chair & Associate Professor
School of Psychological Sciences
University of Northern Colorado
McKee 14, Campus box 94
Greeley, CO 80639
970-351-2914
mark.alcorn@unco.edu

William Douglas Woody, Associate Professor
School of Psychological Sciences
University of Northern Colorado
McKee 14, Campus box 94
Greeley, CO 80639
970-351-2528
william.woody@unco.edu

Joseph Dien, Senior Research Associate
Center for Advanced Study of Language
University of Maryland
7005 52nd Avenue
College Park, MD 20742
301-226-8900
jdien07@mac.com
Curriculum Vitae

VIKKI T. GASKIN-BUTLER

EDUCATION

M.Div. \hspace{2cm} Black Church Studies Certification, 2002
Candler School of Theology, Emory University, Atlanta, Georgia.

Ph.D. \hspace{2cm} Clinical and Health Psychology, 1994
Minor: Foundations of Education
University of Florida, Gainesville, Florida.

M.S. \hspace{2cm} Clinical and Health Psychology, 1991
University of Florida, Gainesville, Florida.

B.A. \hspace{2cm} Psychology, magna cum laude, 1988
Spelman College, Atlanta, Georgia.

LICENSURE & CERTIFICATIONS

2002 \hspace{1cm} Licensed Psychologist, Georgia
2002 \hspace{1cm} Ordained Clergy, Florida
1996 \hspace{1cm} Licensed Psychologist, Texas (retired, 2003)

ADMINISTRATIVE APPOINTMENTS

08/08-05/09 \hspace{1cm} Diversity Officer
University of South Florida St. Petersburg
Chancellor’s Office

ACADEMIC APPOINTMENTS

08/10-Present \hspace{1cm} Instructor of Psychology
University of South Florida St. Petersburg
College of Arts & Sciences

Courses Taught at University of South Florida St. Petersburg

- ISS 1102 \hspace{2cm} Self & Society: Multicultural Perspectives on the Self
- STA 2023 \hspace{2cm} Introductory Statistics
- ISS 3013 \hspace{2cm} Introduction to the Social Sciences
- PPE 4003 \hspace{2cm} Personality
- PSY 4931/ISS 3930 \hspace{2cm} Cross-Cultural Psychology
- PSY 4931/REL 4936 \hspace{2cm} Psychology of Religion
- PSY 4931/WST 4930/ISS 3930 \hspace{2cm} Psychology of Women
08/07-05/10  Visiting Assistant Professor of Interdisciplinary Social Sciences/Psychology  
University of South Florida St. Petersburg  
College of Arts & Sciences

08/06-05/07  Visiting Assistant Professor of Psychology  
University of South Florida St. Petersburg  
College of Arts & Sciences

08/06-05/07  Visiting Instructor of Psychology  
University of South Florida St. Petersburg  
College of Arts & Sciences

01/95-05/95  Adjunct Assistant Professor of Psychology  
The College of William and Mary  
Department of Psychology

Course Taught at the College of William and Mary
Discussion Section of Applications of Social Psychology

Selected Guest Lectures

University of Florida, Gainesville, FL.  
Self-Concept and Self-Esteem  
Self-Esteem Research with African Americans  
Surviving in Graduate School

Texas A&M University-Corpus Christi, Corpus Christi, TX.  
African American Psychology  
African American Families  
Careers in Psychology  
Counseling and Professional Concerns for Women of Color

Calvary Bible College, Hampton, VA.  
The Call of Ministry

SCHOLARLY ACTIVITIES

Publications

Refereed Journal Articles


**Book Chapters**


**Presentations**


Research Symposium, USF St. Petersburg, St. Petersburg, FL.


Grants

External

USF St. Petersburg Freedom Schools. (Grant Submitted to the Allegany Franciscan Ministries Foundation)
March 2010.
Principal Investigators: V. T. Gaskin-Butler, M. Otsuki

Coparenting for African American Parents (Grant Submitted to the National Institutes of Health).
February 2010.
Principal Investigators: J. P. McHale, V. T. Gaskin-Butler

Expectancies of First-Time African American Mothers About Caregiving Support. (Grant submitted to the National Institutes of Health).
May 2009.
Principal Investigators: J. P. McHale, V. T. Gaskin-Butler

On Campus Talking About Alcohol ($40,000). Prevention Research Institute.
January 1996.
Principal Investigator: V. T. Gaskin-Butler

Internal

Civic Engagement in Psychology of Women ($1,000). USF St. Petersburg Center for Civic Engagement Course Development Grant.
Fall 2007.
Principal Investigator: V. T. Gaskin-Butler

CLINICAL ACTIVITIES

08/02-06/06 Clinical Psychologist
Samaritan Counseling Center of Northeast Georgia

Conducted therapy intakes; on-call crisis intervention; consultation; workshops; seminars; individual, couples/marital and group therapy; practicum supervision; networked with local referral sources.
08/03-03/04  **Clinical Director**  
Samaritan Counseling Center of Northeast Georgia  
Conducted staff meetings and staff group supervision; supervised clinical work of staff.

09/96-01/99  **Psychologist**  
Texas A&M University-Corpus Christi  
University Counseling Center  
Conducted therapy intakes; on-call crisis intervention; outreach and consultation; individual therapy.

08/95-09/96  **Visiting Counselor**  
Texas A&M University-Corpus Christi  
University Counseling Center  
Conducted therapy intakes; crisis intervention; outreach and consultation; individual therapy.

09/94-08/95  **Counseling Center Professional Staff and Adjunct Assistant Professor of Psychology**  
The College of William and Mary  
Counseling Center  
Conducted therapy intakes; on-call crisis intervention; outreach and consultation; individual and group therapy. Course instructor for advanced undergraduate psychology students.

08/93-08/94  **Clinical Psychology Intern**  
APA Approved Internship in Clinical Psychology  
University of South Florida  
Counseling Center for Human Development  
Conducted therapy intakes; crisis intervention; career, personality, and intelligence assessment; practicum supervision; outreach and consultation; individual and group therapy; and external rotation at the Tampa Aids Network.

01/93-04/93  **Counseling Center Associate**  
University of Florida  
Counseling Center  
Conducted therapy intakes, outreach and consultation activities, and individual therapy for African American students.

08/92-08/93  **Graduate Assistant**  
Psychology Clinic  
Shands Teaching Hospital  
University of Florida
Conducted psychological assessment of anger, stress, memory, and medical compliance history in cardiac transplant candidates and recipients; conducted psychological assessment of the impact of chronic pain in patients receiving treatment for chronic pain.

SELECTED WORKSHOPS AND OUTREACH PRESENTATIONS

African American Male-Female Relationships Forum
Black Butterfly: Self-Esteem and Women of Color
Blended Families
The Complete Woman
Counseling and Psychological Services in the University Counseling Center
Ethical Decision Making
Exploring the Edge of Difference
Fear of Success or Fear of Failure -- How to Succeed
Healing from Within: A Workshop for Women
How to Build Self-Esteem
How to Control Your Anger So It Doesn’t Control You
I am Special: Self-Esteem in African American Youth
Letting Go: Coping With the Transition of Sending Your Student to College
Managing the Political Environment in Graduate School
Parents’ Rights in the Alachua County School System
Self-Esteem and African American Girls
So Much To Do, So Little Time: Overcoming Procrastination
Teenage Sexuality: Why? Why Not?
Waiting to Exhale: A Discussion Group for African American Women
Waiting to Exhale: A Support Group for Black Women
We Wear the Mask: Images of African American Men
We Wear the Mask: Self-Image and Men of Color

SELECTED INVITED SPEECHES


COMMUNITY ACTIVITIES

Church Experience

New Philadelphia Community Church, St. Petersburg, FL.
Associate Pastor, 09/06-Present.
New Grove Baptist Church, Winterville, GA.
  **Minister of Education**, 8/04-7/06.
  **Coordinator**, Children's Church, 1/04-7/07.
  **Teacher**, Women's Sunday School Class, 1/04-7/06.

Fort Street Memorial United Methodist Church, Atlanta, GA.
  **Pastoral Assistant**, 9/00-9/01.
  **Co-Teacher**, Youth Sunday School Class, 1/01-9/01.

St. Paul United Methodist Church, Corpus Christi, TX.
  **Teacher**, Vacation Bible School, 7/97.
  **Chair**, Christian Education Committee, 1/97-12/97
  **Member**, Sanctuary Choir, 9/96-1/99.

St. John Baptist Church, Williamsburg, VA.
  **Assistant Teacher**, Youth Sunday School Class, 1/95-8/95.
  **Member**, Senior Choir, 1/95-8/95.

**Public Speaking/Preaching**

Athens Technical College, New Connections to Work Program, Athens, GA.
E.T. Dixon United Methodist Church, San Antonio, TX.
Fairplay Baptist Church, Hull, GA.
Fort Street Memorial United Methodist Church, Atlanta, GA.
Mount Carmel Baptist Church, Gainesville, FL.
Mount Moriah Missionary Baptist Church, Gainesville, FL.
New Grove Baptist Church, Winterville, GA.
New Philadelphia Community Church, St. Petersburg, FL.
Paradise African Methodist Episcopal Church, Jefferson, GA.
Remember Who You Are: Clergy Sexual Ethics, United Methodist Church,
  Northeast Georgia Conference.
Saint Mary's African Methodist Episcopal Church, Seffner, FL.
Saint Paul United Methodist Church, Corpus Christi, TX.
Teenage Mothers School, Corpus Christi Independent School District, Corpus Christi, TX.
Traveler's Rest Missionary Baptist Church, St. Petersburg, FL.

**Community Service**

**Panelist**, Sisters Center for WISDOM, Spelman College, 4/04.

**Co-Coordinator**, Sistas' Circle, Emory University, Candler School of Theology, Atlanta, GA, 8/00-5/01.

**Coordinator**, Sistas' Circle, Emory University, Candler School of Theology, Atlanta, GA, 8/01-12/01.

**Co-Coordinator**, Sowing Seeds of Hope: A Liturgy of Reconciliation (Precursor to Community Conversations), Emory University, Candler School of Theology, Atlanta, GA, 4/01.

**Member**, Family Counseling Service Board of Directors, Corpus Christi, TX, 6/98-3/99.

**Founding Chair**, McKnight Alumni Association, Florida Education Fund, Tampa, FL, 10/96-10/97.
Advisor, Corner Drugstore, Inc. Rites of Passage Program, Gainesville, FL, 1/92-6/93.


Vice-President, Black Graduate Student Organization, University of Florida, Gainesville, FL, 6/90-5/91.

Secretary, Black Graduate Student Organization, University of Florida, Gainesville, FL, 10/89-6/90.

Parent Coordinator, Academic Achievement Project, Department of Psychology, University of Florida in cooperation with Mount Olive African Methodist Episcopal Church, Gainesville, FL, 8/89-1/92.

Skills Planner, Academic Achievement Project, Department of Psychology, University of Florida in cooperation with Mount Olive African Methodist Episcopal Church, Gainesville, FL, 1/89-1/92.

Tutor, Academic Achievement Project, Department of Psychology, University of Florida in cooperation with Mount Olive African Methodist Episcopal Church, Gainesville, FL, 1/89-5/89.

SELECTED CONTINUING EDUCATION

Adult Attention Deficit Disorder Assessment and Treatment
Building for Eternity: Solidifying Our Competence Through Ethical and Principled Strength
Burnout, Grief, and Spirituality in Clinical Practice and Everyday Life
Creating Lasting Solutions: Ericksonian Approaches to Ego Strengthening
Community Response Training in Disaster Intervention
Impact of Belief Systems on the Therapeutic Process: Counseling and Spirituality
Introduction to Hypnosis
National Coalition Building Institute's Prejudice Reduction Train the Trainer Workshop
On Campus Talking About Alcohol (O.C.T.A.A.)
Racial Ethnic Multicultural Network Invitational Conference
Repressed Memory Controversy
Spirituality and Healing in Medicine

PROFESSIONAL AFFILIATIONS

National Council of Negro Women (2005-2010)
Florida Psychological Association (2007-2008, 2009-Present)
Georgia Psychological Association (2002-2006)
Nueces County Psychological Association (1996-1999)

AWARDS AND HONORS

2009 Diversity Honor Roll, University of South Florida
2002 Who's Who Among Students in American Universities and Colleges
2001 International Honor Society of Theta Phi
2000 United Methodist Seminary Award
1999: Woodruff Fellowship
1999: President, Nueces County Psychological Association
1999: Who's Who in Science and Engineering
1998: President Elect, Nueces County Psychological Association
1997: Corpus Christi District, United Methodist Church, Discipleship Award
1997: Secretary, Nueces County Psychological Association
1994: Black Graduate Student Organization Legacy Award
1989, 1990, 1991: Outstanding Researcher Award, Academic Achievement Project
1989-1994: Beta Eta Sigma (Black Honor Society)
1989: Outstanding Young Women of America
1988-1994: McKnight Doctoral Fellowship
1987-1988: President, Spelman College Chapter of Psi Chi (National Honor Society in Psychology)
1987: Outstanding Young Women of America
Appendix C – Course Syllabi
Core Classes
Prefix and Number: PSB 6056
Title: Physiological Psychology
Tracking Number (from 3-form)
Proposed Effective Term (i.e. Spring 2006): Summer 2013
USF Institution: USF St. Petersburg
Initiating Faculty Name: Christina Salnaitis
Faculty Email: csalnaitis@usfsp.edu
College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.stpt.usf.edu/sgrad/Faculty & Staff/Graduate Council.htm.

Complete:
X the Graduate Curriculum Approval Form (this form)
N/A the printed copy of the new course information submitted online (in USF System inventory, new to USFSP)
X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course. (new to USFSP only)
X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy (http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm).

Concurrences:
☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.

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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
Graduate Course Proposal Form Submission Detail **

(password required)

Current Status:

Campus: St Petersburg

Submission Type: New

Course Change Information (for course changes only):

Comments:

1. Department and Contact Information

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<td>Christina Salnaitis</td>
<td></td>
<td><a href="mailto:csalnaitis@usfsp.edu">csalnaitis@usfsp.edu</a></td>
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2. Course Information

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<tr>
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Abbreviated Title (30 characters maximum)
Physiological Psychology

Course Online? Percentage On Campus
No 100%

6. Prerequisites
7. Corequisites
8. **Course Description**
   The purpose of this course is to introduce you to the field of biological psychology so that you will understand how behavior is based on neural processing. You will learn basic information about the brain, such as the nervous system and neural conduction. With that foundation in place, you will learn how the brain operates to keep us well-fed, sleeping regularly, and thinking well. We will consider topics such as neuroplasticity, stress, psychiatric disorders, attention and learning, etc.

10. **Justification**

   A. Please briefly explain why it is necessary and/or desirable to add this course.

   Needed for new master's program in General Psychology

   B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

   This is a required course for the master's program in General Psychology.

   C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

   No

   D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

   Ph.D. or equivalent including in Physiological Psychology

11. **Other Course Information**

   A. Objectives

   1. To promote understanding the physiological basis of behavior.

   B. Learning Outcomes

   1) Students will understand how the brain suberves behavior. 2) Students will critique articles according to a standard rubric. 3) Students will synthesize multiple articles, and write a research proposal on a topic of their interest. 4) Students will present their research proposal.

   C. Major Topics
Research methods in physiological psychology; evolution, genetics, and experience; development and anatomy of the nervous system; neural conduction and synaptic transmission; brain damage and neuroplasticity; learning, memory, and amnesia; sleep, dreaming, and circadian rhythm; drug addiction and the brain's reward circuits; biopsychology of emotion, stress, and health; biopsychology of psychiatric disorders.

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

Other articles as assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to attend class and read all assigned chapters and other assigned readings prior to class. Grade is based on quizzes (19%), exams (22%), research proposal (19%), research presentation (14%), in-class participation (19%), and labs (7%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Exams (300 points): Students will take three exams throughout the semester. The content of the exams will come from both the readings and the class lessons. The third and final exam will be comprehensive. The first two exams will be worth 90 points each and the final will be worth 120 points.

Quizzes (100 Points): Students will take multiple-choice quizzes after the completion of each chapter. There will be eight quizzes. Each quiz will be worth 12.5 points.

Research Proposal (100 Points): The paper will include a title page, abstract, introduction and proposed methods and analysis, and references, as well as tables/figures/graphs (limit of five) if necessary. It should be between 3,000-4,000 words in length (not including tables/figures/graphs) and include 10 or more references.

Research Presentation (75 Points): Students will present their research project orally to the class using PowerPoint. Presentations should take 12-15 minutes.
In-Class Participation (100 Points): At least one article will be assigned for reading each lesson. Students will be responsible for reading the entire article and preparing a verbal response to the article involving a summary of the introduction, methods, results, and discussion. In addition, students will critique the article for methodological flaws, flaws in the author’s interpretation or hypotheses, alternative explanations for the findings, suggestions for future research, and any questions or other comments students would like to pose to the class. Students will be required to produce responses at least 10 times through the semester and each response will be worth 10 points.

Labs (40 Points): As a class, students will participate in classic experimental studies to demonstrate basic theories. Students will aggregate the data, analyze the data, and produce a short lab write-up of the results. The labs will be in the format of an APA research paper, in which students will write an introduction, methods, results, and discussion. Each lab should be less than 1,000 words in length. There will be 2 labs each worth 20 points.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/gc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work
Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5% for each day late.

J. Program This Course Supports

Master’s in Psychology, USFSP

12. Course Concurrence Information

Master’s of Arts in General Psychology (proposal, fall 2011);
I. Course Overview

The purpose of this course is to introduce you to the field of biological psychology so that you will understand how behavior is based on neural processing. You will learn basic information about the brain, such as the nervous system and neural conduction. With that foundation in place, you will learn how the brain operates to keep us well-fed, sleeping regularly, and thinking well. We will consider topics such as neuroplasticity, stress, psychiatric disorders, attention and learning, etc.

II. Student Learning Outcomes

1) Students will demonstrate knowledge of the genetic and physiological mechanisms contributing to normal development within the context of the nature vs. nurture debate.
2) Students will demonstrate knowledge of neonatal brain development and understand the mechanisms of change in physiological development, including plasticity, neural pruning and dendritic growth.
3) Students will demonstrate understanding of the electrochemical mechanisms of neural communication.
4) Students will demonstrate understanding of the basic structure of the nervous system, including central and peripheral, cortical and subcortical, and which brain structures are comprised of the diencephalon, telencephalon, etc.
5) Students will demonstrate understanding of how the brain accomplishes basic sensory and perceptual functioning in a conscious state as well as different states of arousal, including sleep and dreaming.
6) Students will demonstrate understanding of physiological mechanisms of learning and memory, including Hebbian cell assembly and long term potentiation.

III. Course Prerequisites

Graduate standing or consent of instructor.
IV. Required Texts and Materials

Pinel, J. (2011). Biopsychology. Allyn & Bacon. *Additional readings are assigned for some of the lessons and are listed in Appendix A. Readings will be made available on Blackboard.

V. Exams, Article Critiques, and Project Assignments

Exams (300 points): You will have multiple opportunities to demonstrate your learning, one of which is the traditional multiple-choice exam format. You will take two exams throughout the semester (see course schedule below for approximate dates). The content of the exams will come from both the readings and the class lessons, and these two sources of information will not perfectly overlap. The third and final exam will be comprehensive, covering what you have learned through the entire semester. The first two exams will be worth 90 points each and the final will be worth 120 points.

Quizzes (100 Points): You will be taking brief multiple-choice quizzes after the completion of each chapter. See the course schedule for the dates of each quiz. There will be 8 quizzes worth 12.5 points each.

Research Proposal (100 Points): Throughout the semester you will take part in the process of designing a research project. You will pick a topic of interest to you based in part on the readings. You will then read articles about your topic and being to formulate a question to address, and design a study to discover the answer to your question. You should follow APA style guidelines in formatting your paper. The paper will include a title page, abstract, introduction and proposed methods and analysis, and references, as well as tables/figures/graphs (limit of five) i necessary. It should be between 3,000-4,000 words in length (not including tables/figures/graphs) and include 10 or more references.

Research Presentation (75 Points): You will present your research project orally to the class. Your presentation should take 12-15 minutes. A grading rubric will be provided to you to ensure you are prepared to earn maximum points. You will be expected to give your presentation using PowerPoint.

In-Class Participation (100 Points): At least one article will be assigned for reading each lesson. You will be responsible for reading the entire article and preparing a verbal response to the article involving a summary of the introduction, methods, results, and discussion. In addition, you should critique the article for methodological flaws, flaws in the author’s interpretation or hypotheses, alternative explanations for the findings, suggestions for future research, and any questions or other comments you would like to pose to the class. Student names will be randomly drawn for discussion, and you must be present in class and provide an articulate response to earn points. You are encouraged to offer your thoughts even if you are not called upon in a given class to do so. You will be required to produce responses at least 10 times through the semester and each response will be worth 10 points. You may not make up missed points for absences or unpreparedness; however, you are expected to demonstrate improvement in your article critiquing skills across the semester.

Labs (2) (40 Points): As a class, you will be participating in experiment demonstrations to enhance your learning. You will be aggregating the data of your classmates, analyzing the data, and producing a short lab write-up of the results. Your labs will be in the format of an APA research paper, in which you will write an introduction, methods, results, and discussion. Each lab should be less than 1,000 words in length. There will be 2 labs each worth 20 points.
VI. Basis for Final Grade

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<td>19%</td>
</tr>
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<td>Research Proposal</td>
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<td>19%</td>
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<td><strong>Total</strong></td>
<td>535</td>
<td>100%</td>
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VII. Grade Dissemination

Graded tests and materials in this course will be reviewed during class but will not be returned to you in order to maintain test security, with the exception of your portfolio. You can access your scores at any time electronically. Written grades may take up to a week or more before they can be graded and reviewed during class.

VIII. Course Policies: Grades

**Late Work Policy**: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: 5% for each day it is turned in late. Essays will not be accepted if overdue by more than seven days. Turning in work late is preferable to not turning in the work at all.

**Extra Credit Policy**: You may earn up to three percentage points of your grade by participating in any research experiments that are occurring in the department or by writing a reaction paper to an article of your choice. For every two pages you write, you could earn 1% point, and every half hour you participate in a study is considered 1% point. You may complete any combination of these two options that you wish. You may also write on more than one article. For example, you could write three pages on one article and three pages on another, or you could three two-page papers or one six-page paper.

**Grades of "Incomplete"**: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
IX. Course Policies: Technology and Media

Email: I will generally respond to email within a 72 hour period excluding weekends.

Laptop Usage: Use of laptop for classroom purposes to enhance learning is acceptable. Email, social media, and the like are not to be open during class. You must respect other students’ learning environment and not present a distraction to others or to myself.

Classroom Devices: Please inform me if you need the use of language dictionaries during class or examinations. Cell phones are not considered a classroom device, and are therefore prohibited unless there is an emergency. See the professionalism policy below.

Copyright: All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

X. Course Policies: Student Expectations

Attendance Policy: Regular and on-time attendance is expected. If you must be absent, you are expected to inform me of the reason for your absence and coordinate with other students to obtain notes.

Religious Observances: Students who must miss class due to a major religious holiday must provide notice of the date(s) to me, in writing, by the second class meeting. Exams may be made up for absences due this purpose.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the Student Handbook. Violations will result in a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

XI. Student Resources

Disability Access: Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services before requesting accommodations from the professor. Accommodations can be made for students who provide documented need for extra time or other assistance in taking exams. The student is obligated to provide this request at least two weeks in advance of the exam so special arrangements can be made.
Appendix A
Reading Assignments

Lesson 2

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Lesson 11
Prefix and Number: DEP 6xxx

Title: Typical and Atypical Development

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: James P. McHale

Faculty Email: jmchale@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.spet.usf.edu/spsgrad/Faculty_&_Staff/Graduate_Council.htm.

Complete:

X the Graduate Curriculum Approval Form (this form)

X the printed copy of the new course information submitted online

X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

X I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.

X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy (http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm).

Concurrences:

X I confirm that this course does not impact other departments/programs, so no concurrence is needed.

□ I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

<table>
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<tr>
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<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<td>James McHale</td>
<td></td>
<td>Requests Approval</td>
<td>10/7/11</td>
</tr>
<tr>
<td>Dept. Chair (if applicable)</td>
<td>James McHale</td>
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<td>10/7/11</td>
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<td>□ Comments Attached</td>
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<td>□ Approve □ Disapprove</td>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
# Course Schedule (Note: The Schedule is subject to revision)

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<tr>
<th>Date</th>
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<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed In Class</th>
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<tr>
<td>8/22/11</td>
<td>1</td>
<td>Read Pinel pages 1-20; 101-130</td>
<td>Introduction and Review of the Syllabus</td>
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<td></td>
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<td></td>
<td>Research Methods of Biopsychology</td>
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<td>8/29/11</td>
<td>2</td>
<td>Read Pinel pages 20-49</td>
<td>Evolution, Genetics, and Experience</td>
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<td>Keller (2010)</td>
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<td>Study readings for 8/22</td>
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<td>3</td>
<td>Holiday (No Classes)</td>
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<td>9/12/11</td>
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<td>Read Pinel pages 219-239; 50-74</td>
<td>Development of the Nervous System</td>
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<td>Study readings for 8/29 through 9/12</td>
<td><strong>Quiz 2</strong></td>
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<td>Read Pinel pages 75-100; 240-267</td>
<td>Neural Conduction and Synaptic Transmission</td>
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<td>Study readings for 9/19</td>
<td>Brain Damage and Neuroplasticity</td>
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<td><strong>Quiz 3</strong></td>
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<td>Class notes and all assigned readings from 8/22/11 through 9/19/11</td>
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<td>Read Pinel pages 154-161; 411-426; 268-297</td>
<td>Selective Attention and the Split Brain</td>
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<td>Learning, Memory, and Amnesia</td>
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<td><strong>Quiz 4</strong></td>
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<td>Read Pinel pages 355-382</td>
<td>Sleep, Dreaming, and Circadian Rhythms</td>
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<td></td>
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<td>Hobson &amp; Pace-Schott (2002)</td>
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<td>Study readings for 10/17</td>
<td><strong>Quiz 5</strong></td>
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<td>10/24/11</td>
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<td>Read Pinel pages 383-410</td>
<td>Drug Addiction and the Brain’s Reward Circuits</td>
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<td>Koob &amp; Le Moal (2001)</td>
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<td>Read Pinel pages 442-465</td>
<td>Biopsychology of Emotion, Stress, and Health</td>
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<td>Pittenger &amp; Duman (2008)</td>
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<td>Study readings for 10/31</td>
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<td>Read Pinel pages 466-489</td>
<td>Biopsychology of Psychiatric Disorders</td>
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<tr>
<td>11/14/11</td>
<td>12</td>
<td>Study class notes and all assigned readings from 10/22/11 through 11/16/11</td>
<td>Final Exam</td>
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<tr>
<td>11/21/11</td>
<td>13</td>
<td>Presentations</td>
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<td>11/28/11</td>
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<td>12/9/11</td>
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<td><strong>Final Exam</strong></td>
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Graduate Course Proposal Form Submission Detail **

Current Status:

Campus: St Petersburg

Submission Type: New

Course Change Information (for course changes only):

Comments:

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<tr>
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<tbody>
<tr>
<td>James McHale</td>
<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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<th>Prefix</th>
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<tr>
<td>DEP</td>
<td>6XXX</td>
<td>Typical and Atypical Development</td>
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| Is the course title variable? | N |
| Is a permit required for registration? | Y |
| Are the credit hours variable? | N |

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<tr>
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<td>R</td>
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</table>

Abbreviated Title (30 characters maximum)
Typical & Atypical Development

Course Online? | Percentage On Campus
---------------|---------------------|
O              | 0                   

Prerequisites
Corequisites

Course Description
Introduction to theory and research on both typical and atypical development of individuals from birth to late life.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

   Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

   Required core course for the proposed M.A. program in General Psychology at USFSP. At USF St. Petersburg, the largest undergraduate major is Psychology. In surveys of our advanced majors, nearly 90% indicate their intention to pursue advanced graduate study in Psychology and other health-related disciplines. No USF System institution offers a terminal master’s program in psychology. USF Tampa’s doctoral programs in Psychology do not have enough seats available to handle demand within the USF system (admitting an average of 10-15 students annually from a wide range of applicants nationally and internationally). Finding few other options in the region, most USFSP graduates look to specialized certificate programs or online Masters degrees. The USF System has historically lost out on the opportunity to provide training for the large cohort of qualified students from both USFSP and other regional universities within and outside the USF system who desire graduate training and would benefit from a masters-level education. The proposed MA in Psychology meets that demand. It also occupies a unique niche in the USF system; there is no terminal Masters in Psychology within the USF System and so no duplication. While the emphases of the proposed MA in General Psychology at USFSP shares both some similarities and some unique features relative to other programs in the state, perhaps to the point that is that none of the three other terminal MA programs serve the Tampa Bay area. This is particularly relevant because the Tampa Bay area has the second-largest combined population of infants and young children in the state; Risk, Resilience and Prevention (RRP) was identified as one of the two main tracks to be offered because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professions with masters degrees). With respect to the assumption that students will enroll in the program if offered, our surveys of advanced majors indicate that applications for graduate study will be robust. Our program will offer an option for talented USFSP undergraduate psychology majors identified during their sophomore or junior year to gain early entry into the MA program on a combined program. Admitted USFSP undergraduate students would complete four of the five required Year 1 core courses during their junior and senior years, and will complete the fifth required Year 1 course during the summer following graduation. This will enable them to enter into their second year in the MA program the following fall after graduating with the BA in Psychology. At two Fall 2011 meetings of the USF St.
Petersburg Psychological Science Organization, which drew 22 and 35 attendees, respectively, over 90% of those polled indicated that they would find great interest in a combined 3+2 and 4+1 option. For B.A. students admitted to the two-year M.A. program, we would anticipate drawing from USF system schools, Eckerd College, St. Petersburg College, and other area institutions that do not offer a terminal masters degree in Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent in developmental, lifespan, or child clinical psychology.

4. Other Course Information

A. Objectives

To promote understanding of the theoretical and empirical bases for understanding normal growth and development from conception through adulthood and later life. To promote understanding of what can go wrong at different developmental stages, and why.

B. Learning Outcomes

Demonstrations of understanding of prenatal, perinatal, and postnatal risk factors and their effects on child development; of understanding major biological, psychological, and sociocultural theories of human growth and development; of understanding sequences, characteristics, and interrelationships in development across domains; of ability to apply key concepts to expectations for development, development of educational programs, and principles of prevention for children and adults; and of understanding major developmental disabilities and psychological disorders during infancy; childhood and adulthood.

C. Major Topics

Concepts of normality and abnormality; theoretical approaches; age and stage-related tasks; typical and atypical development from prenatal period through adolescence, with emphases on motor, cognitive, socioemotional and communicative domains; typical and atypical development during adulthood; cognitive functions, personalities, relationships, work and leisure, mental illness; relationships, retirement, successful aging, death and dying; assessment, prevention, and intervention.

D. Textbooks

E. Course Readings, Online Resources, and Other Purchases

Other articles and video may be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to view all modules in sequence and read all assigned chapters and other assigned readings by posted due dates. Grade is based on a written child observation (12.5%), a midterm examination (25%), discussion board posts (12.5%), a research paper (25%), and a final examination (25%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Child observation: Running observational record, language and a drawing sample and developmental checklist completed on one typically and one atypically-developing 4-year-old, with summary of the two children's developmental level in different domains of development; Discussion board posts: After selected modules students will post comments, ideas or questions about what they are reading and replies to at least two posts from other students in the course; Midterm Exam: A multiple-choice licensing exam-style midterm will cover material drawn from the Herbert text and class lectures and powerpoints. Research Paper: The final research paper will require students to describe what is currently known and not known about causes, treatments, and prevention of a childhood or adult disorder of their choosing. Final Exam: multiple choice and written comprehensive final exam.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfge/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfge/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. No make-up for mid-term examination. Late submissions for any other assignment will be penalized 10% of the grade for each day late. Members of the University community support high standards of individual conduct and human relations. Responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027 - The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to:
http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf Academic integrity is the foundation of the University of South Florida system's (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (C) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP
5. **Course Concurrence Information**

- If you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
COURSE SYLLABUS

CLP 6XXX: Typical and Atypical Development (Online)
University of South Florida St. Petersburg, Department of Psychology

Instructor: 
Department: Psychology
Office: 
Office hours: 
Phone: 
Email: 

Required Books


Course Description: Provides participants with both a theoretical and an empirical foundation for understanding normal growth and development from conception through adulthood and later life, and for understanding what can go wrong at the different developmental stages, and why.

Student Learning Outcomes: By the completion of this course, the student is expected to have attained the following 5 learning outcomes related to theory, practice, and research:

1. Demonstrate understanding of prenatal, perinatal, and postnatal risk factors and the resulting effects on child development. These include biological, pre-maturity, and birth trauma risks; parental risk, abuse/neglect, attachment/emotional risk, and environmental/cultural risk.
2. Demonstrate understanding of major biological, psychological, and sociocultural theories of human growth and development.
3. Demonstrate understanding of sequences, characteristics, and interrelationships in development across domains, including attachment and social/emotional development, sensory perceptual and motor development, development of knowledge and understanding, development of communication and language during infancy and early childhood and adulthood, and the connections of different domains of development with capacities for relationships and industriousness during infancy, childhood and adulthood.
4. Apply key concepts to expectations for development, to implications for developing educational programs for young children, and to principles of health and prevention for children and adults.
5. Demonstrate understanding of major developmental disabilities and psychological disorders during infancy, childhood and adulthood, their causes, symptoms, and impact on the developing individual and their family.

Evaluation and Grading:

Students will demonstrate the above learning outcomes in a variety of ways, described below.
1. **Child Observation (50 points total)** In collaboration with an area preschool center, you will observe one typically-developing Pre-kindergarten (4-year-old) child and one Pre-K child with developmental delays. You are to complete a running observational record, collect a language and a drawing sample and complete a developmental checklist. You will report on each of the two children’s developmental level in each domain of development.

2. **Discussion Posts (50 points total).** On specific weeks indicated in the course schedule, students will post one comment, idea or question about what they are reading onto the class Blackboard website. This main post must occur no later than 12-noon on Friday. Each student must then post a reply to at least two responses, questions or ideas raised by other classmates by 11:59 pm on Tuesday. Each post shall be thoughtful and contribute a minimum of 50 but no more than 100 words.

3. **Mid-term Exam (100 points total).** The midterm consists of 50 multiple-choice questions from the Herbert text and in the in-class lecture modules. The exam is administered through Blackboard. You will have 2 ½ hours and a window of one full week within which to complete the exam, but the test must be taken in one sitting. There will be no make-up exam or opportunities to re-link into the exam if it is not completed in the sitting in which it has started. Students will receive a score of zero if they do not take the midterm at all, or do not finish it by the posted closing date and time.

4. **Research Paper (100 points total).** You will research a child or adult disability or disorder of your choice and write a 6-8 page paper in proper APA format. The assignment is as follows:

   Discuss the relative contributions of biological and environmental factors in the development of a developmental disorder of infancy, childhood or adulthood that you are most interested in. Organize your paper in the following manner:

   (1) Outline and critically evaluate the existing empirical evidence regarding
      (a) what is currently known about causes of this disorder, and
      (b) what we have yet to learn.
   (2) Explain what implications the research you've just reviewed has for
      (a) intervention with, and
      (b) prevention of, the disorder.

   The paper should demonstrate students' understanding of key theoretical positions and methods of study covered in the course. It must also incorporate and critically analyze the quality of key research evidence. The paper should reflect not only paradigms and findings students learned about in lectures and in reading the texts, but also studies and critiques drawn from recent scientific literature.

5. **Final Exam (100 points total).** The final exam is cumulative. It will consist of multiple-choice, short answer and essay questions on the course videos and readings from weeks 1 through 15. As with the midterm, the final exam will be administered on Blackboard and must be completed by the posted deadline. There will be no make-up exam. You will receive a score of zero if you do not take the final. You will have 2 ½ hours to complete the multiple choice questions on the final. One point will be deducted from your grade for each minute exceeding the time limit on the multiple choice questions. There is no time limit for the short answer/essay questions, but the exam must be fully uploaded by the closing date and time.
Grading Policy - Assignment of letter grades:
Letter grades for the course will be assigned using this formula:
90-100% A (360-400 points)
80-89% B (320-359 points)
70-79% C (280-319 points)
60-69% D (240-279 points)
below 60% F (239 points and below)

Because grades will be determined on an absolute basis, with no pre-set number of “A”s, “B”s, etc., students are not in competition with one another for grades.

Course Policies:
Access to Blackboard/USF email account. Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam controls, the professor will not be accountable for emails sent from non-USF accounts.

Academic Accommodations. Students with disabilities are encouraged to contact the professor during the first week of class to discuss accommodations. Forward a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

Academic Integrity. Behaviors that are contrary to University standards have no place in this course. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

Attendance Policy. It is expected that students will watch all video modules.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Preparation and Late Work. Keeping up with weekly reading assignments is vital to your ability to learn course content and participate in online class discussions. For each assigned post, you will receive either a check plus (for particularly outstanding post); a check, for adequately meeting the requirements; or a check minus if it appears that very little effort was put into the assignment, it does not reflect specific information learned from the readings, or if it is incomplete. At the end of the semester, this proportion of the grade will be based on a percentage for checks. If your percentage of checks versus check minuses is, for example, 80% you will receive 80% of the 50 possible points for participation. A check plus will cancel out a check minus making it equal to a check.

Please note: The Blackboard drop box for all assignments will be closed at midnight of the due date. 10% of the grade for any late assignment will be deducted per calendar day for late assignments turned in manually by e-mail attachment after the deadline. There is no make-up for the mid-term exam.
Recordings of the class. All unauthorized recordings of class are prohibited. Sharing of materials used in Blackboard Powerpoint materials with other individuals or agencies without expressed instructor consent is strictly prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

Religious Preference Absence Policy. Students who anticipate that a major religious observance will interfere with any assignment’s due date must provide advance written notice of the conflict to the professor by the second class meeting. (http://usfweb2.usf.edu/usfge/ge_pp/acadaf/gcal0-045.htm)

S-U Policy: S-U contracts must be negotiated in writing the first three weeks of the term.

Writing Mechanics - You are urged to edit all writing assignments before turning them in. Minor spelling and grammar errors are understandable, but you will lose points for multiple errors and poor clarity of expression.

Course Schedule:

Note: Course Modules 1-8 have been designed to coincide with Florida Department of Health (FDOH) Infant-Toddler Developmental Specialist Competencies B1-9 and B-14; see http://www.doh.state.fl.us/alternatesites/cms-kids/providers/early_steps/training/itds/module1/module1.html

<table>
<thead>
<tr>
<th>Class Module</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Concepts of normality and abnormality; theoretical approaches; age and stage-related tasks.</td>
<td>All assignments must be uploaded to Blackboard by Tuesday evening at 11:59 p.m.</td>
</tr>
<tr>
<td>Module 2</td>
<td>Typical and atypical development during the prenatal period</td>
<td>On Blackboard “Course Orientation” page post requested information about yourself to the threaded discussion. Read Herbert Introduction</td>
</tr>
<tr>
<td>Modules 3 and 4</td>
<td>Typical and atypical motor, cognitive, socioemotional and communicative development from birth to age 3</td>
<td>Read Herbert Chapters 3, 4 and 10. Post required</td>
</tr>
<tr>
<td>Modules 5 and 6</td>
<td>Typical and atypical motor, cognitive, socioemotional and communicative development and self-care from age 3 to 5</td>
<td>Read Herbert Chapters 5, 11, Introduction to Part VI, and 15. Post required</td>
</tr>
<tr>
<td>Module 7</td>
<td>Assessment of Young Children: Standards, Stages, and Approaches</td>
<td>Preschool observation due Readings to be assigned</td>
</tr>
<tr>
<td>Module 8</td>
<td>Partnerships with families and implications for intervention</td>
<td>Read Herbert Chapters 16 and 17; Additional readings to be assigned</td>
</tr>
</tbody>
</table>
**Midterm Exam**

**Module 9**
Typical and atypical physical, cognitive, and socioemotional development and self-care during the elementary school years

**Module 10**
Typical and atypical physical, cognitive, and socioemotional development and self-care during adolescence

**Module 11**
Typical development during adulthood: Cognitive functions, personalities, relationships, work and leisure

**Module 12**
Atypical development during adulthood: Axis I and Axis II disorders

**Module 13**
Typical development during later life: Cognitive functions, relationships, retirement, successful aging, death and dying

**Module 14**
Organic disorders, dementia, health and long-term care

**Module 15**
Prevention and Intervention; Future Trends and Issues

**Final Exam**

<table>
<thead>
<tr>
<th>Due @ 11:59 pm, Wk 16</th>
</tr>
</thead>
</table>

**Read Herbert Chapter 6**

**Read Herbert Chapter 7. Post required**

**Read Whitbome & Whitborne Chapter 1, 6-7, and 9-10**

**Read Whitbome & Whitborne Chapter 2, 8 and 11. Post required**

**Read Whitborne & Whitborne Chapter 13 and 14**

**Read Whitborne & Whitborne Chapter 5 and 12**

**Post required**

---

**Syllabus Notice of Change:** Although this syllabus is intended for multiple audiences and incorporates the minimum course criteria, the content of this syllabus may change based on individual instructor’s specifications. Any modifications to this syllabus will be announced during the first week of the semester.
Graduate Course Proposal Form Submission Detail **

(password required)

Current Status:

Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):

Comments:

1. Department and Contact Information

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<td></td>
<td></td>
<td>Psychology</td>
<td>AP</td>
<td>125500</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Salnaitis</td>
<td>7278738848</td>
<td><a href="mailto:csalnaitis@usfsp.edu">csalnaitis@usfsp.edu</a></td>
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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
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<th>Is a permit required for registration?</th>
<th>Are the credit hours variable?</th>
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<tr>
<td>EXP</td>
<td>6608</td>
<td>Cognitive Psychology</td>
<td>N</td>
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</table>

<table>
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<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
<td>C</td>
<td>R</td>
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</table>

Abbreviated Title (30 characters maximum)
Cognitive Psychology

Course Online?  Percentage On Campus
No               100%

6. Prerequisites
7. Corequisites
Prefix and Number: EXP 6608

Title: Cognitive Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Spring 2014

USF Institution: USF St. Petersburg

Initiating Faculty Name: Christina Salnaitis

Faculty Email: csalnaitis@usfsp.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.spt.usf.edu/sppgrad/Faculty_Staff/Graduate_Council.htm.

Complete:

X the Graduate Curriculum Approval Form (this form)
N/A the printed copy of the new course information submitted online (In USF System inventory, new to USFSP)
X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course. (new to USFSP only)
X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy (http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm).

Concurrences:

☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
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<tr>
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<td>Christina Salnaitis</td>
<td></td>
<td>Requests Approval</td>
<td>1/28/11</td>
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<tr>
<td>Dept. Chair (if applicable)</td>
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<tr>
<td>COLLEGE APPROVALS</td>
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<tr>
<td>Chair, College Curriculum Committee</td>
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<tr>
<td>Chair, College Council</td>
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<tr>
<td>College Dean/Associate Dean</td>
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<td>Chair:</td>
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<tr>
<td>Graduate Council Chair or Designee</td>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
8. **Course Description**
This course is designed to provide students with an overview of current concepts, theories, and data relevant to the cognitive processes involved in perceiving, learning, thinking, and remembering information.

9. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

   Needed for new master's program in General Psychology

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

   This is a required course for the master's program in General Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

   No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

   Ph.D. or equivalent including in Cognitive Psychology

10. **Other Course Information**

A. Objectives

   1. To promote understanding of basic cognitive functioning through exploration of classic research in the field of cognitive psychology.

B. Learning Outcomes

   1) Students will construct multiple explanations for cognitive phenomena. 2) Students will synthesize multiple articles, and write a research paper on a topic of their interest.

C. Major Topics

   Research methods and paradigms in cognitive psychology; structure and function of the brain; perceiving objects and recognizing patterns; attention; memory; concept formation; imagery and spatial cognition; problem-solving; reasoning;
decision-making; individual, aging, and gender differences; cognition in cross-cultural perspective

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

Other articles as assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to attend class and read all assigned chapters and other assigned readings prior to class. Grade is based on quizzes (19%), exams (40%), research paper (14%), and labs (27%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Exams (300 points): You will have multiple opportunities to demonstrate your learning, one of which is the traditional multiple-choice exam format. You will take four exams throughout the semester (see course schedule below for approximate dates). The content of the exams will come from both the readings and the class lessons, and these two sources of information will not perfectly overlap. The fourth and final exam will be comprehensive, covering what you have learned through the entire semester. The first three exams will be worth 60 points each and the final will be worth 120 points.

Quizzes (140 Points): You will be taking brief multiple-choice quizzes after the completion of each chapter. See the course schedule for the dates of each quiz. There will be seven quizzes. Each quiz will be worth 20 points for a total of 140 points.

Research Paper (100 Points): Throughout the semester you will take part in the process of writing a research paper. You will pick a topic of interest to you based in part on the readings. You should follow APA style guidelines in formatting your paper. The paper will include a title page, abstract, introduction and references. It should be between 3,000-4,000 words in length (not including title page, abstract, and references) and include 10 or more references.

Labs (200 Points): As a class, you will be conducting research on yourselves to demonstrate basic cognitive theories. These demonstrations will allow you to understand what it is like to measure cognition by devising hypotheses to test theories. You will be aggregating the data of your classmates, analyzing the data,
and producing a short lab write-up of the results. You labs will be in the format of an APA research paper, in which you will write an introduction, methods, results, and discussion. Each lab should be less than 1,000 words in length. There will be 6 labs each worth 20 points.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5% for each day late.

J. Program This Course Supports

Master’s in Psychology, USFSP

12. Course Concurrence Information
Master's of Arts in General Psychology (proposal, fall 2011);
Psy 6XXX: Cognitive Psychology
Department of Psychology
University of South Florida St. Petersburg

COURSE SYLLABUS

Instructor: [Instructor Name]
Office: [Office Location]
Phone: [Phone Number]
E-Mail: [E-Mail Address]
Office Hours: [Office Hours]

Term: [Term]
Class Meeting Days: [Days]
Class Meeting Hours: [Hours]
Class Location: [Location]
Course Credits: 3

I. Course Overview

This class will start with the basic cognition, including how we perceive and pay attention to the world around us, to the most complex cognition, such as forming intentions and making decisions.

II. Student Learning Outcomes

1) Students will demonstrate understanding of the different schools of thought that influenced the field of cognitive psychology, including Structuralism, Functionalism, Behaviorism, and Gestalt psychology.
2) Students will demonstrate understanding of the processes of perceiving objects/recognizing patterns, and paying attention, including filter theory, attenuation theory, and schema theory.
3) Students will demonstrate understanding of the dual process model and the working memory models of memory, and understanding of the distinction between semantic vs. episodic and implicit vs. explicit.
4) Students will demonstrate understanding of the theoretical descriptions of the nature of concepts, including the classical, prototype, exemplar, schemata, and knowledge—based views.
5) Students will demonstrate understanding of different types of reasoning, including deductive and inductive reasoning, and cognitive illusions in decision making, including the availability, representativeness, framing effects, hindsight bias, confirmation bias, and overconfidence.
6) Students will demonstrate understanding of cross-cultural studies of perception, memory, categorization, and reasoning.

III. Course Prerequisites

Graduate standing or consent by instructor.

IV. Required Texts and Materials

Bundled with: CogLab online version 2.0 (with printed access card), 4th ed. If you buy a copy of the textbook without the CogLab bundle, then you must purchase a separate CogLab online registration from Wadsworth/Thomson (see your instructor for instructions on how to do this).
V. Exams and Assignments

Exams (300 points): You will have multiple opportunities to demonstrate your learning, one of which is the traditional multiple-choice exam format. You will take four exams throughout the semester (see course schedule below for approximate dates). The content of the exams will come from both the readings and the class lessons, and these two sources of information will not perfectly overlap. The fourth and final exam will be comprehensive, covering what you have learned through the entire semester. The first three exams will be worth 60 points each and the final will be worth 120 points.

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VI. Basis for Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
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<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>140</td>
<td>19%</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Labs</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Grading Scale (%)

| 90-100 | A  |
| 80 - 89 | B  |
| 70 - 79 | C  |
| 60 - 69 | D  |
| 0 - 59  | F  |
VII. Grade Dissemination

Graded tests and materials in this course will be reviewed during class but will not be returned to you in order to maintain test security, with the exception of your portfolio. You can access your scores at any time electronically. Written grades may take up to a week or more before they can be graded and reviewed during class.

VIII. Course Policies: Grades

**Late Work Policy:** There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Assignments turned in late will be assessed a penalty: 5% for each day it is turned in late and will not be accepted if overdue by more than seven days. Turning in work late is preferable to not turning in the work at all.

**Extra Credit Policy:** You may earn up to three percentage points of your grade by participating in any research experiments that are occurring in the department or by writing a reaction paper to an article of your choice. For every two pages you write, you could earn 1% point, and every half hour you participate in a study is considered 1% point. You may complete any combination of these two options that you wish. You may also write on more than one article. For example, you could write three pages on one article and three pages on another, or you could three two-page papers or one six-page paper.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

IX. Course Policies: Technology and Media

**Email:** I will generally respond to email within a 72 hour period excluding weekends.

**Laptop Usage:** Use of laptop for classroom purposes to enhance learning is acceptable. Email, social media, and the like are not to be open during class. You must respect other students' learning environment and not present a distraction to others or to myself.

**Classroom Devices:** Please inform me if you need the use of language dictionaries during class or examinations. Cell phones are not considered a classroom device, and are therefore prohibited unless there is an emergency. See the professionalism policy below.

**Copyright:** All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.
X. Course Policies: Student Expectations

**Attendance Policy:** Regular and on-time attendance is expected. If you must be absent, you are expected to inform me of the reason for your absence and coordinate with other students to obtain notes.

**Religious Observances:** Students who must miss class due to a major religious holiday must provide notice of the date(s) to me, in writing, by the second class meeting. Exams may be made up for absences due to this purpose.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the Student Handbook. Violations will result in a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

XI. Student Resources

**Disability Access:** Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students must be registered with Student Disability Services before requesting accommodations from the professor. Accommodations can be made for students who provide documented need for extra time or other assistance in taking exams. The student is obligated to provide this request at least two weeks in advance of the exam so special arrangements can be made.
<table>
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<tr>
<th>Date</th>
<th>Lesson</th>
<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed in Class</th>
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</thead>
<tbody>
<tr>
<td>8/23/11</td>
<td>1</td>
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<td>Introduction, Review the Syllabus, Influences on the Study of Cognition</td>
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<td>Read Chapter 1: pages 19-34</td>
<td>Research Methods and Paradigms of Cognitive Psychology Quiz 1</td>
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<tr>
<td>8/30/11</td>
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<td>Structure and Function of the Brain Quiz 2</td>
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<tr>
<td>9/1/11</td>
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<td>Read Chapter 3: pages 56-75</td>
<td>Perceiving Objects and Recognizing Patterns</td>
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<td>Read Chapter 3: pages 79-96</td>
<td>Perceiving Objects and Recognizing Patterns Quiz 3</td>
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<td>9/8/11</td>
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<td>Read Chapter 4: pages 104-127</td>
<td>Selective Attention</td>
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<td>9/13/11</td>
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<td>Read Chapter 4: 128-136</td>
<td>Automaticity</td>
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<td>Reach Chapter 4: 137-144</td>
<td>Divided Attention Quiz 4</td>
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<td>Study class notes and assigned readings from 8/23/11 through 9/13/11</td>
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<td>Read Chapter 5: pages 149-165</td>
<td>Sensory and Short Term Memory</td>
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<td>9/27/11</td>
<td>11</td>
<td>Read Chapter 5: pages 169-179</td>
<td>Working Memory and Executive Function Quiz 5</td>
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<td>12</td>
<td>Read Chapter 5: pages 183-197</td>
<td>Retrieving Memories from Long-Term Storage</td>
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<td>10/4/11</td>
<td>13</td>
<td>Read Chapter 5: 202-223</td>
<td>Reconstructive Nature of Memory Quiz 3</td>
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<td>10/6/11</td>
<td>14</td>
<td>Read Chapter 7: pages 234-254</td>
<td>Representation and Organization of Knowledge</td>
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<td>Read Chapter 7: pages 255-264</td>
<td>Schemata and Memory Types Quiz 4</td>
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<td>Read Chapter 8: pages 267-280</td>
<td>Nature of Concepts</td>
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<td>10/18/11</td>
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<td>Read Chapter 8: 281-292</td>
<td>Forming New Concepts Quiz 5</td>
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<td>Read Chapter 9: 295-314</td>
<td>Visual Imagery</td>
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<td>Read Chapter 9: 315-331</td>
<td>Spatial Cognition Quiz 6</td>
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<td>Read Chapter 11: pages 386-398</td>
<td>Thinking and Problem-Solving</td>
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<td>Blocks to Problem-Solving Quiz 7</td>
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<td>Read Chapter 12: pages 422-441</td>
<td>Reasoning</td>
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<td>Read Chapter 12: pages 442-526</td>
<td>Reasoning Quiz 8</td>
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<td>11/17/11</td>
<td>26</td>
<td>Read Chapter 13: pages 466-493</td>
<td>Making Decisions</td>
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<td>27</td>
<td>Study class notes and all assigned readings from 10/26/11 through 11/16/11</td>
<td>Quiz 9</td>
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<td>11/24/11</td>
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<td>Thanksgiving Break! (No classes)</td>
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<td>Read Chapter 15: pages 538-569</td>
<td>Individual, Aging, and Gender Differences</td>
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<td>Read Chapter 16: pages 573-613</td>
<td>Cognition in Cross-Cultural Perspective Quiz 10</td>
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<td>30</td>
<td>The Final is Cumulative, it covers the entire semester</td>
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Graduate Curriculum Approval Form
New Course

Prefix and Number: PSY 6217

Title: Research Methods & Measurement

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Mark V. Pezzo

Faculty Email: pezzo@usfsp.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.stpt.usf.edu/spgrad/Faculty & Staff/Graduate Council.htm.

Complete:
- X the Graduate Curriculum Approval Form (this form)
- N/A the printed copy of the new course information submitted online (in USF System inventory, new to USFSP)
- X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
- □ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course. (new to USFSP only)
- X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost's Course Syllabus policy (http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm).

Concurrences:
- □ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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<td>Vice Chancellor for Academic Affairs</td>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
# Graduate Course Proposal Form Submission Detail **

(Password required)

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**Current Status:**

**Campus:** St. Petersburg

**Submission Type:** New

**Course Change Information (for course changes only):**

**Comments:**

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1. **Department and Contact Information**

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**Department**  Psychology  
**College**  AP  
**Budget Account Number**  125500  
**Contact Person**  Mark Pezzo  
**Phone**  7278734020  
**Email**  pezzo@mail.usf.edu

2. **Course Information**

<table>
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<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tr>
<td>PSY</td>
<td>6217</td>
<td>Research Methods &amp; Measurement</td>
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- **Is the course title variable?**  N
- **Is a permit required for registration?**  Y
- **Are the credit hours variable?**  N

**Credit Hours**  3  
**Section Type**  C  
**Grading Option**  R

**Abbreviated Title (30 characters maximum)**  Work with Families of Infants

**Course Online?**  NO  
**Percentage On Campus**  100%
5. **Prerequisites**
Undergraduate Course in Statistics (e.g., PSY 3204, STA 2023, etc.)

6. **Corequisites:** NONE

7. **Course Description**
Provides students with a working knowledge of research methods in psychological science. Includes a review of basic statistics, an introduction to advanced techniques (regression, complex ANOVA designs) and emerging issues in psychological research.

8. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new graduate program in psychology

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Statistics is the primary tool with which psychologists study human behavior. As such, the Methods/Stats I & II sequence is the core requirement of all students in the program.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent with minimum 18 hours in methods and statistics training.

9. **Other Course Information**

A. Objectives

Provide students with a working knowledge of research methods in psychological science. Includes a review of basic statistics, an introduction to advanced techniques (regression, complex ANOVA designs) and emerging issues in psychological research (the controversy concerning hypothesis testing).
B. Learning Outcomes

1. Demonstrate understanding of core concepts and definitions for each major topic area listed below.
2. Demonstrate ability to determine which statistical test is appropriate for a given situation.
3. Demonstrate ability to use SPSS to calculate statistical tests
4. Demonstrate ability to calculate statistical tests by hand

C. Major Topics

Sampling & Probability; Chi-Square; Z-tests & t-tests; Confidence intervals, Power; Correlation; Regression; ANOVA; Multiple Comparisons; Factorial ANOVA; Repeated Measures Designs; Mixed Designs; Multiple Regression; Semi-partial & Part Correlation; Moderators & Mediators

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

Other articles and policy papers, and video, may be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

The course consists of lectures, homework, and 3 exams. The information found in the text will follow closely the information presented in class. Additional reading material will be provided on the class website. To receive credit you must show all work for all problems! When completing homework, it is okay to use spreadsheet programs or statistical packages as long as you show all of the intermediary steps. When completing the homework, use 3 decimal places for all computations. Homework and exams will be graded using the standard percentage grading convention (i.e., 70-79% = C; 80-89% = B; 90-100% = A). The final grade will be based upon: Exams 60%; Homework 40%

G. Assignments, Exams and Tests

See Section F, above; In addition, this course will provide approximately 50% of the content that must be mastered for the Preliminary Qualifying Exam given
every year in May. Students must pass the Qualifying Exam in order to move on to the second year of the graduate program.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation - Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/acadafl/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5 points for each day late.

J. Program This Course Supports

Psychology, USFSP

10. Course Concurrence Information

N/A
Instructor:

Office:

Phone:

E-mail:

Office Hours:

Textbook and Software


SPSS 19.0 Available on all USFSP lab computers


Course Description:

This course provides you with a working knowledge of research methodology and statistics as applied to the behavioral sciences. During the course you will become proficient with how to properly apply a variety of statistical procedures to different research questions calling for different types of analyses. Although this course will provide brief reviews of more basic statistics, it is designed to address the more advanced issues of applied statistics in psychology.

Student Learning Outcomes:

1. Demonstrate ability to determine correct statistical test given a particular research situation
   a. Measured via specific test items on Final Exam
   b. Goal: 80% of students will answer these items correctly
2. Demonstrate ability to perform a statistical test using SPSS
   a. Measured via specific test items on Final Exam
   b. Goal: 80% of students will answer these items correctly
3. Demonstrate ability to interpret results printout from SPSS
   a. Measure via specific test items on Final Exam
   b. Goal: 80% of students will answer these items correctly

Elements of the Course:
1) Lectures: The information found in the text will follow closely the information presented in class. Additional reading material will be provided on the class website.

2) Homework: Homework will be assigned. To receive credit you must show all work for all problems. When completing homework, it is okay to use spreadsheet programs or statistical packages as long as you show all of the intermediary steps. When completing the homework, use 3 decimal places for all computations.

3) Exams: There will be three exams during the semester.

Grades
Your homework and exams will be graded using the standard percentage grading convention (i.e., 70-79% = C; 80-89% = B; 90-100% = A). The final grade will be based upon:

- Exams 60%
- Homework 40%

Religious Observances: Students who must miss class due to a major religious holiday must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Special Testing Accommodations: I am happy to accommodate any student who needs extra time, or other assistance in taking exams. The student is obligated, of course, to let me know at least two weeks in advance of the exam so that I can make arrangements. To be eligible for special accommodations, you must register your disability with the Office of Student Disabilities in the Terrace.

Cheating: Don’t do it. You will receive an F for the exam or assignment, possibly an F for the course, and if it’s flagrant, a FF, which means you can’t use grade forgiveness, and you’ll be reported to the Regional Chancellor for Academic Affairs. It’s never important enough to risk that. Please NEVER cheat no matter how stressed you are. It never pays.

Plagiarism: Copying work done by others, either whole or in part for your papers or other written assignments is considered cheating. If in doubt, cite your source.

Course Reading Outline

Note: This schedule should be considered tentative. I reserve the right to make changes to the schedule as the semester progresses. The course schedule is designed to give you a general idea of what topics will be covered and the order in which they will be presented. Deviations from this schedule are likely to occur. Additional readings may be added as the semester progresses. I will announce any changes in class.
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<td>Jan. 18</td>
<td>2; Sampling Distributions &amp; Hypothesis Testing</td>
<td>Ch. 4; Cohen (1994)</td>
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<td>4; Chi-Square</td>
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<td>6; z test and t-tests; confidence intervals</td>
<td>Ch. 7; Cumming &amp; Finch (2005)</td>
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<td>18; Factorial ANOVA</td>
<td>Ch. 13; Rosnow &amp; Rosenthal (1995); Petty et al. (1996)</td>
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<td>19; Factorial ANOVA - Interactions</td>
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<td>22; Mixed Designs</td>
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<td>April 21</td>
<td>23; Multiple Regression</td>
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<td>April 25</td>
<td>24; SEM &amp; mediations</td>
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<td>April 25</td>
<td>25; Multiple regression (hierarchical; regression with categorical variables)</td>
<td>Ch. 15; Balzer et al. (1996)</td>
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<td>April 26</td>
<td>26; Moderators and Mediators</td>
<td>Ch. 15; Baron &amp; Kenny (1986)</td>
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Supplemental Reading List


**Graduate Curriculum Approval Form**

**New Course**

**Prefix and Number:** PSY 6218  
**Title:** Graduate Research Methods  
**Tracking Number (from 3-form)**  
**Proposed Effective Term (i.e. Spring 2006):** Spring 2014  
**USF Institution:** USF St. Petersburg  
**Initiating Faculty Name:** Mark V. Pezzo  
**Faculty Email:** pezzo@usfsp.edu  
**College and Department (if applicable):** College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.stp.usf.edu/sopgrad/Faculty_&_Staff/GCGraduate_Council.htm](http://www.stp.usf.edu/sopgrad/Faculty_&_Staff/GCGraduate_Council.htm).

Complete:  
- X the Graduate Curriculum Approval Form (this form)  
- X the printed copy of the new course information submitted online  
- X catalog copy showing revisions as a result of this course proposal

**Faculty Agreement:**  
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*Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.*
Graduate Course Proposal Form Submission Detail **

Editing Proposal (password required)

Current Status:

Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):

Comments:

1. Department and Contact Information

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<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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Is the course title variable? N
Is a permit required for registration? Y
Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Graduate Research Methods

Course Online? C
Percentage On Campus 0

Prerequisites
PSY 3204 or STA 2023

http://www.grad.usf.edu/programs/grad_course_status_detail.php?track_number=2703
1/13/2012
Corequisites

Course Description
Second course in sequence designed to provide students with a working knowledge of research methods and statistics in psychological science. Focus on interpretation of data through written reports of statistical analysis.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Needed for proposed M.A. in General Psychology at USFSP. Statistics is the primary tool with which psychologists study human behavior. As such, the Methods/Stats I and II sequence are core requirements of all students in the program. At USF St. Petersburg, the largest undergraduate major is Psychology. In surveys of our advanced majors, nearly 90% indicate their intention to pursue advanced graduate study in Psychology and other health-related disciplines. No USF System institution offers a terminal master's program in psychology. USF Tampa's doctoral programs in Psychology do not have enough seats available to handle demand within the USF system (admitting an average of 10-15 students annually from a wide range of applicants nationally and internationally). Finding few other options in the region, most USFSP graduates look to specialized certificate programs or online Masters degrees. The USF System has historically lost out on the opportunity to provide training for the large cohort of qualified students from both USFSP and other regional universities within and outside the USF system who desire graduate training and would benefit from a masters-level education. The proposed MA in Psychology meets that demand. It also occupies a unique niche in the USF system; there is no terminal Masters in Psychology within the USF System and so no duplication. While the emphases of the proposed MA in General Psychology at USFSP shares both some similarities and some unique features relative to other programs in the state, perhaps to the point that is that none of the three other terminal MA programs serve the Tampa Bay area. This is particularly relevant because the Tampa Bay area has the second-largest combined population of infants and young children in the state; Risk, Resilience and Prevention (RRP) was identified as one of the two main tracks to be offered because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professions with masters degrees). With respect to the assumption that students will enroll in the program if offered, our surveys of advanced majors indicate that applications for graduate study will be robust. Our program will offer an option for talented USFSP undergraduate psychology majors identified during their sophomore or junior year to gain early entry into the MA program on a combined program. Admitted USFSP undergraduate students would complete four of the five required Year 1 core courses during their junior and senior years, and will complete the fifth required Year 1 course during the
summer following graduation. This will enable them to enter into their second year in the MA program the following fall after graduating with the BA in Psychology. At two Fall 2011 meetings of the USF St. Petersburg Psychological Science Organization, which drew 22 and 35 attendees, respectively, over 90% of those polled indicated that they would find great interest in a combined 3+2 and 4+1 option. For B.A. students admitted to the two-year M.A. program, we would anticipate drawing from USF system schools, Eckerd College, St. Petersburg College, and other area institutions that do not offer a terminal masters degree in Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent with minimum 18 hours in methods and statistics training.

4. Other Course Information

A. Objectives

The main objective of this course is to provide an opportunity to use the statistical tools learned in the first semester Methods/Stats I course. Using real (raw) data students will analyze data, using a number of different techniques, interpret the results, and present findings in a final paper written in APA style. A secondary objective is to learn to summarize and critique the findings of others' research as they present it in journal articles.

B. Learning Outcomes

1. Demonstrate ability to describe the place of statistics in making sense of data and building models of psychological phenomena. 2. Demonstrate ability to conduct a variety of statistical analyses using SPSS, and correctly interpret the results. 3. Understand statistical concepts and procedures as applied to reading and interpreting empirical research, especially as applied in psychotherapy research. 4. Evaluate and critique interpretations of their own and others' statistical analyses, especially as presented in journal articles in the field.

C. Major Topics

Sampling and Probability; Chi-Square; Z-tests and T-tests; Confidence intervals. Power; Correlation; Regression: ANOVA; Multiple Comparisons; Factorial ANOVA; Repeated Measures Designs; Mixed Designs; Multiple Regression; Semi-partial and Part Correlation; Moderators & Mediators.

D. Textbooks
E. Course Readings, Online Resources, and Other Purchases

Other articles and policy papers, and video, may be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Assignments are due by the start of class on their due dates. Late submissions are penalized 5% per calendar day or portion thereof. The Timestamp on email or Blackboard will be used to determine when an assignment was submitted. The late penalties continue to accrue over weekends and holidays. Students are encouraged to form study groups and discuss class assignments together. Students are also recommended (but not required) to form teams to do the semester-long data-analysis project. However, for homework assignments, it is expected that each person's assignment reports will be individually written, showing unique differences in language, insights, and formulation of the results.

G. Assignments, Exams and Tests

1. Primary assignment for this course is a final Project Manuscript, worth 30%.
2. There are 4 homework assignments, each worth 15%.
3. A few small assignments remain (Completing Ethics Forms, Data Set Description, and Project Data meeting) each worth approximately 3%. In addition, this course will provide approximately 50% of the content that must be mastered for the Preliminary Qualifying Exam given every year in May. Students must pass the Qualifying Exam in order to move on to the second year of the graduate program.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfge/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfge/gc_pp/acadai/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Ellumin ate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5 points for each day late. Members of the University community support high standards of individual conduct and human relations. Responsibility for one’s own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027 - The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to: http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf Academic integrity is the foundation of the University of South Florida system’s (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (C) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP
5. **Course Concurrence Information**

- If you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
COURSE SYLLABUS
PSY 6218
Graduate Research Methods
Applications

Professor:
Office:
Phone:
Email:
Course:

Textbook and Software


SPSS software is available on all USFSP lab computers and via the USFSP virtual software portal for any laptop connected to the USF or USF Gold wireless network on campus.

GPower3 software for power analysis or other power analysis software may be used.

Goals and Outcomes

An emphasis is placed on applied data analysis and accurate conceptualization, rather than statistical theory. Students in this course will:

1. Demonstrate ability to describe the place of statistics in making sense of data and building models of psychological phenomena.
2. Determine what statistical procedures are appropriate and inappropriate to use when analyzing a given set of data.
3. Conduct a variety of statistical analyses using SPSS, and correctly interpret the results.
4. Understand statistical concepts and procedures as applied to reading and interpreting empirical research, especially as applied in psychotherapy research.
5. Evaluate and critique interpretations of their own and others’ statistical analyses, especially as presented in journal articles in the field.

Course Assignments:

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<td>Ethics Forms</td>
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</table>
Course Policies

1. Attendance is expected for every class. Course readings are to be completed prior to the class for which they are assigned.
2. The intent of holding lectures in the computing lab is so that students can try out analyses in SPSS during lecture. The computers in the instructional lab should only be used for class-related work, not for personal use.
3. One objective of the course is to prepare you for scholarly research writing in proper APA style. As a consequence, later homework assignments and especially the project manuscript must be written in 6th Edition APA style, especially following the conventions for statistical formatting. Students should also be focusing on professional language, format of tables and figures, and referencing.
4. Assignments are due by the start of class on their due dates.
5. Late submissions are penalized 5% per calendar day or portion thereof. The timestamp on email or Blackboard will be used to determine when an assignment was submitted. The late penalties continue to accrue over weekends and holidays.
6. Students are encouraged to form study groups and discuss class assignments together. Students are also recommended (but not required) to form teams to do the semester-long data-analysis project. However, for homework assignments, it is expected that each person's assignment reports will be individually written, showing unique differences in language, insights, and formulation of the results.

Course Project

As a research preparation course, this course is constituted in large part by a semester-long data analysis project, culminating in a sizeable research paper with detailed statistical analysis, presented in proper APA style. The project will involve working together in groups of 2 to 3 people (students who wish to work solo should check with the instructor) to conduct and write up a new analysis of a pre-existing data set. Students are encouraged to form groups and obtain data usable data sets as soon as possible. Groups must have their plans for their project approved by the instructor before proceeding. See separate hand-out for additional information on the requirements and different steps for the project. Together, the various parts of the group project are worth 45% of the course grade. Students should contact the instructor for assistance with understanding course concepts or assignment questions.

Religious Observances: Students who must miss class due to a major religious holiday must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Special Testing Accommodations: I am happy to accommodate any student who needs extra time, or other assistance in taking exams. The student is obligated, of course, to let me know at least two weeks
in advance of the exam so that I can make arrangements. To be eligible for special accommodations, you must register your disability with the Office of Student Disabilities in the Terrace.

**Cheating:** Don’t do it. You will receive an F for the exam or assignment, possibly an F for the course, and if it’s flagrant, a FF, which means you can’t use grade forgiveness, and you’ll be reported to the Regional Chancellor for Academic Affairs. It’s never important enough to risk that. Please NEVER cheat no matter how stressed you are. It never pays.

**Plagiarism:** Copying work done by others, either whole or in part for your papers or other written assignments is considered cheating. If in doubt, cite your source.

**Additional Resources**

If you do not already own the APA publication manual, it should be purchased now. Credit will be deducted for failure to use APA format in assignments and the final project. Pay particular attention to (a) the format of tables (b) statistical notation and formatting, and (c) citation/referencing details (pp. 215-281).


If you remain uncomfortable with some material covered in the first course in this sequence, you may want to consider purchasing the following text

Electives
UNIVERSITY OF SOUTH FLORIDA
ST. PETERSBURG

Graduate Curriculum Approval Form
New Course

Prefix and Number: CLP 6xxx

Title: Prevention Science & Health Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Michiko Otsuki Clutter

Faculty Email: motsuki@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.spp.sfs.edu/sppgrad/Faculty_R_Staff/Faculty_Graduate_Council.htm](http://www.spp.sfs.edu/sppgrad/Faculty_R_Staff/Faculty_Graduate_Council.htm).

Complete:
- X the Graduate Curriculum Approval Form (this form)
- X the printed copy of the new course information submitted online
- X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
- X I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
- X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus Policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:
- X I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- □ I confirm that I have researched potential areas of concurrence across the USF system and have notified those institutions/programs of this proposed course action – these areas are listed below.

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Edit This Proposal (password required)

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Campus: St Petersburg

Submission Type: New

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Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Prevention Sci & Health Psych

Course Online? Percentage On Campus
C 0

Prerequisites
PSY 6XXX (proposed Research Methods Course)

Corequisites

Course Description
Introduction to current theories, research, and practice in prevention science and health behavior research. Evaluation of the contributions of psychology & prevention science to a wide range of evidence-based health promotion & prevention interventions.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

USFSP graduates hired to work in agencies providing research, evaluation, and direct services have no educational background in prevention science and health behavior research. There is hence a training gap for Pinellas County that would be addressed by this course. Currently, no existing psychology or health science course offered at USFSP or in the USF System explicitly focuses on prevention and health behavior research, despite the critical need for a workforce capable of understanding principles of prevention and health behavior research and the role of culturally competent provision of research and services.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent including at least one year field experience in prevention research and/or health psychology.

4. Other Course Information

A. Objectives

1. To promote understanding of the theories and principles of prevention science and health psychology. 2. To promote understanding of current research in biological, environmental, risk, and protective factors associated with health, mental and behavior outcomes. 3. To promote understanding of the effective intervention strategies in prevention and health behavior research.

B. Learning Outcomes
1. Describe theories in prevention science and health psychology to explain behavior at the individual, personal and community/group levels. 2. Describe the predictors of the health, mental health, or behavior outcomes. 3. Demonstrate the understanding of cultural competence in prevention science and health disparities research. 4. Present current evidence regarding biological and environmental promotive, risk and protective factors, and their interactions in the etiology of a health, mental health or behavior problem. 5. Describe tested, and efficacious or effective interventions that have been found to affect the outcomes.

C. Major Topics

Foundation of prevention and health behavior research; models and theories of health behaviors; risk, promotive, and protective factors and processes in adolescent health, mental health, and behavior; Principles of prevention science; cultural competence in prevention and health behavior research; epidemiological data to guide intervention; Designs for prevention trials; Methodological challenges in prevention science; Prevention interventions based on a stress and coping model; Preventive and health behavior interventions in pregnancy, infancy, and early childhood; Preventive and health behavior interventions during the school years; Preventive and health behavior interventions in adolescence; dissemination of tested and effective preventive interventions.

D. Textbooks

E. Course Readings, Online Resources, and Other Purchases

Other articles, policy papers, and online resources will be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to complete all assigned required readings (supplemental readings are optional, unless the topic is the area of presentation) prior to arriving at class and actively participate in class discussion. Grades are based on weekly 2-page reaction paper (25%); class discussion participation (10%); quizzes (25%); oral presentation (25%); and a term paper (15%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Weekly 2-page assignment (25%). At the beginning of each class, students are expected to turn in a two-page reaction paper, consisting of the following: (a) paragraph summary of at least one of the assigned readings, and (b) your reactions (e.g., analysis of the material presented, evaluation of strengths and weaknesses, questions). The goal of this assignment is to ensure that you are prepared for class discussion. Each paper should be typed and double-spaced. Quizzes (25%). Ten (10) quizzes will be administered on Blackboard throughout the semester. Each quiz consists of 10 multiple-choice questions and should be completed in less than 10 minutes. Two lowest quiz scores will be dropped and replaced with the remaining average quiz scores. The quizzes will be available for 3 days after it is announced in class. The questions are based on reading assignments and class discussions. The
materials to be covered and due dates will be announced in class. Oral Presentation (25%). Each week starting in the 4th week, students individually or in groups (to be determined based on class size) will present on the topics listed below. The presentations will be based on the assigned readings integrating both the required and supplemental reading materials. A detailed instruction for the presentations and a grading rubric will be provided in class. Term Paper (15%). Students are expected to complete a 10-page, APA-style paper on the topic chosen for oral presentations. The paper and presentation will be due on the date the topic is being discussed in class. A detailed instruction for this paper assignment and a grading rubric will be provided in class.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. No late submissions for any assignment will be accepted. Members of the University community support high standards of individual conduct and human relations. Responsibility for one’s own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027
- The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to:
  http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf Academic integrity is the foundation of the University of South Florida system’s (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (C) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP

5. Course Concurrence Information

- if you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
CLP6XXX Prevention Science & Health Psychology Course Syllabus
University of South Florida St. Petersburg
Fall 2014

Instructor
Michiko Otsuki Clutter, PhD
Office: Davis Hall 237
Phone: 727-873-4867
E-mail: mclutter@usfsp.edu
Office Hours: By appointment

Prerequisites
You must first pass the first-year research methodology qualifying exam to take this course.

Readings
- Reading materials will be available on Blackboard
- Recommended textbooks:

Course Description
This course is designed to introduce you to current theories, research, and practice in prevention science and health behavior research. We will evaluate the contributions of psychology and prevention science to the wide range of evidence-based health promotion and prevention interventions.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
1. Describe theories in prevention science to explain behavior at the individual, interpersonal and community/group levels.
2. Describe health behavior theories to explain behavior at the individual, interpersonal and community/group levels.
3. Describe the predictors of the health, mental health, or behavior outcomes
4. Demonstrate the understanding of cultural competence in prevention and health disparities research.
5. Present current evidence regarding biological and environmental promotive, risk and protective factors, and their interactions in the etiology of a health, mental health or behavior problem.
6. Describe tested, and efficacious or effective interventions that have been found to affect the outcomes.

Assessment & Grading
You will be asked to demonstrate the above learning outcomes in a variety of ways, which are described in detail below.

Weekly 2-page assignment (25%). At the beginning of each class, students are expected to turn in a two-page reaction paper, consisting of the following: (a) a paragraph summary of at least one of the assigned readings, and (b) your reactions (e.g., analysis of the material presented, evaluation of strengths and weaknesses, questions). The goal of this assignment is to ensure that you are prepared for class discussion. Each paper should be typed and double-spaced.
Class discussion participation (10%). You are expected to attend all class meetings and to contribute to the discussion each week.

Quizzes (25%). Ten (10) quizzes will be administered on Blackboard throughout the semester. Each quiz consists of 10 multiple-choice questions and should be completed in <10 minutes. Two lowest quiz scores will be dropped and replaced with the remaining average quiz scores. The quizzes will be available for 3 days after it is announced in class. The questions are based on reading assignments and class discussions. The materials to be covered and due dates will be announced in class.

Oral presentation (25%). Each week starting in the 4th week, students individually or in groups (to be determined based on class size) will present on the topics listed below. The presentations should be approximately 30 minutes long allowing for 15-20 minute discussion. The presentations will be based on the assigned readings integrating both the required and supplemental reading materials. A detailed instruction for the presentations and a grading rubric will be provided in class.

Paper (15%). You will be expected to complete a 10-page, APA-style paper on the topic you have chosen for oral presentations. Your paper and presentation will be due on the date the topic is being discussed in class according to the date specified in syllabus. A detailed instruction for this paper assignment and a grading rubric will be provided in class.

Grading Policy
Letter grades for the course will be assigned using the following guideline:
A - 90% and above
B - 80-89%
C - 70-79%
D - 60-69%
F - below 60%

Other Important Classroom Policies
The classroom policies listed below are intended to create an environment conducive to learning where respect is maintained between and among the professor and students. Failure to comply with these policies will be handled on an individual basis and may result in disciplinary action.

- Access to Blackboard/USF e-mail: Students are expected to access Blackboard and USF e-mail on a regular basis and will be responsible for staying informed of the announcements and other information/exchanges shared on Blackboard.

- Class Disruptions: Cell phones and pagers must be turned off or set to vibrate. If you are caught disrupting class, you will be asked to leave. Please arrive promptly for class. We will make every effort to start and end each class on time. It is very disruptive to everyone when students show up to class late.

- Attendance and Participation: PLEASE ATTEND ALL CLASSES. Students will be encouraged to participate in relevant classroom discussion. In order to maintain an orderly environment, it is important that students demonstrate respect toward each other during classroom discussions. Students are expected to listen to others while they are speaking and to limit unnecessary interruptions.

- Makeup Policy: Students are expected to have completed all readings and written assignments by their due date, and come to class prepared to participate in discussions and activities. No late submissions or make-up exams/quizzes will be allowed unless there is a genuine medical emergency.
Religious Observances: Students who must miss class due to a major religious holiday must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Special Testing Accommodations: Students with disabilities are encouraged to meet privately with the instructor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks’ notices are required for accommodated examinations.

Academic Integrity: Behaviors that are contrary to University standards will not be tolerated. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the instructor about course-related material. Any student found guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

- Note on Plagiarism: Copying work done by others, either whole or in part for your papers or other written assignments is considered cheating.

Incomplete Grade Policy: An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Class Notes and Tapes: Class lectures may be recorded with the permission of the instructor. However, neither class notes, nor tapes may be used for purposes other than studying or otherwise enhancing class performance. Under no circumstances, may class notes, tapes, and other materials offered on Blackboard be sold or exchanged.

Schedule

Week 1: Foundations of prevention and health behavior research
Required Readings:
- Tonry & Farrington, 1995, Chapter 1.
- Glantz, Rimer, & Viswanath, 2009, Chapter 1 & 2

Week 2: Labor Day (No Class)

Week 3: Models and theories of health behaviors
Required:
- Glantz, Rimer, & Viswanath, 2009, Chapter 3, 4, 5, 6, 8

Week 4: Risk, promotive and protective factors and processes in adolescent health, mental health and behavior
Required:
- Baron & Kenny, 1986 (Skim for ideas, don’t worry about statistics.)
Supplemental:
- Caspi, Sugden, Moffitt, Taylor et al., 2003. (gene by environment interaction in predicting depression)
- Rutter, 1985. (Classic exposition of concepts of risk and protective factors.)
- Masten, 1999. (Resilience research and prevention)
- Farrington, 2002. (Developmental criminology and risk focused prevention)
- Bond et al, 2005. (Study of risk and protective factors for depressive symptoms in adolescents.)
- Pollard, Hawkins & Arthur, 1999. (Examines whether both risk and protective factors are important when predicting youth behavior outcomes.)
- Werner & Smith, 2001. (Longitudinal study from childhood to mid adulthood of children growing up in poverty on Kauai)
- White, Labouvie & Papadaratsakis, 2005. (Comparison of predictors in college versus non-college populations.)

Week 5: Principles of prevention science: cultural competence in prevention and health behavior research
Required:
- Coie et al., 1993. (Principles of prevention science.)
- Cauce, Coronado & Watson, 1998. (Culturally competent prevention research.)

Supplemental:
- Unger, Yan, Shakib et al, 2002. (Risk factors for smoking across cultures: China and California)
- Bersamin, Paschall, Flewelling, 2005. (Comparing risk and protection across races)

Week 6: Using epidemiological data to guide intervention; Designs for prevention trials.
Required:

Supplemental:
- O'Malley et al. (2006). (Epidemiology of substance use. Most variance is within schools, but important between school differences exist. Majority African American schools typically show lowest rate of use at all grades.)

Week 7: Methodological challenges in prevention science
Required:
• Collins, 1994.

Supplemental:
• Muthen & Curran, 1997.
• Fairchild & MacKinnon, 2009. (Simultaneously testing mediation and moderation effects in intervention trials.)
• Brown, Wang, Kellam et al., 2008. (Advanced discussion of standards and methods for intent to treat analyses in multilevel randomized field trials)

**Week 8. Prevention interventions based on a stress and coping model**

Required:
• Glantz, Rimer, & Viswanath, 2009, Chapter 1 & 2
• Sandler, Gensheimer, & Braver, 2000
• Wolchik et al., 2000 (The New Beginnings Program for Divorced Families)

Supplemental:
• Vinokur, Price, & Schul, 1995 (intervention for unemployed workers at varying risks for depression)
• Martinez & Forgatch, 2001 (parent training intervention for divorcing mothers)
• Rotheram-Borus, Stein & Lin, 2001 (impact of parent deaths on adjustment of adolescents whose parents have HIV/AIDS)
• Van Ryn & Vinokur, 1992 (mechanism of intervention for unemployed workers)

**Week 9: Preventive and health behavior interventions in pregnancy, infancy, and early childhood**

Required:
• Olds, 2002.
• Spieker, Nelson et al, 2005.
• Knudsen, Heckman, Cameron, & Shonkoff, 2006.

Supplemental:
• Alper, 2002.
• Webster-Stratton & Taylor, 2001. (see also: www.incredibleyears.com)

**Week 10-11: Preventive and health behavior interventions during the school years**

Required:
• O’Connell, Boat & Warner, 2009, Chapter 7 Mental Health Promotion Section pp 208-216.
• Hawkins, Kosterman et al. 2008. (Effects of Seattle Social Development Project through age 27.)

Supplemental:
• Weissberg & Greenberg, 1998.
• Wilson, Gottfredson, & Najaka, 2001. (Meta-analysis of school based prevention programs.)
• Gottfredson, Wilson & Najaka, 2002. (Detailed review of school-based crime prevention programs.)
• Catalano, R. F., Berglund, M. L., Ryan, J. et al., 2004 (Positive youth development.).
• Lonczak et al., 2002. (SSDP effects on risky sexual behavior, pregnancy and STD.)
• Hawkins et al., 2005 (SSDP effects at age 21.)
• SAMHSA national registry of evidence-based programs and practices: (http://nrepp.samhsa.gov/).

**Week 12-13: Preventive and health behavior interventions during the school years**

**Required:**
- Prinz, Sanders et al. 2009.
- Pentz, 2009.
- Hawkins et al., 2009.

**Supplemental:**
- Klerman, Santelli & Klein, 2005 (Overview of results of community coalition approaches in adolescent pregnancy prevention)
- Collins, D., Johnson, K., Becker, B.J. (2007). (Meta-analysis of effects of community coalitions, reporting “sustained” effects on substance use that were mediated by effects on specific risk factors.)
- Hallfors, Cho, Livert et al. 2002 (Evaluation of coalition approach in Fighting Back initiative of RWJ Foundation)
- Spoth, Redmond, Shin, Greenberg et al. 2007 (Evaluation of the PROSPER community prevention system involving partnerships of county extension agents, schools and community members.)
- Biglan, Ary, & Wagenaar, 2000. (Interrupted time series designs for community studies.)
- Murray, 2001. (Experimental design and analysis strategies for community trials)
- Feinberg, Greenberg et al., 2002. (Evaluation of CTC implementation in Pennsylvania)
- National Research Council, (2002). (Review of community based approaches to youth development.)
  [http://books.nap.edu/catalog/10022.html](http://books.nap.edu/catalog/10022.html)

**Week 14-15: Preventive and health behavior interventions in adolescence**

**Required:**
- Spoth, Greenberg & Turrisi, 2008.
- Baer, Kivlahan, Blume, McKnight & Marlatt, 2001
- Marlatt, Baer & Larimer, 1995
- NREPP: Brief Alcohol Screening and Intervention for College Students (BASICS)
- Aos, Lieb, Mayfield, Miller & Panucci, 2004

**Supplemental:**
- Botvin et al., 1995. (The original outcome study of Life Skills Training)
- Griffin et al., 2004 (A long-term follow up of effects of Life Skills Training)
- Botvin, G.J. et al. (2006). (Generalization of effects beyond targeted outcomes.)
- Kulis, S. et al. (2007). (Found significant effects of a universal prevention program on reduced and discontinued use of alcohol among those already using alcohol at wave 1. Universal programs can have significant effects on higher risk groups, not just in preventing initiation of use in general population.)
- Kirby, 2003. (A review of risk and protective factors and effective preventive interventions for teen pregnancy.)

**Week 16. Dissemination of tested and effective preventive interventions.**

**Required:**
- Elliott & Mihalic, 2004. (Exploration of issues in dissemination.)
- Hallfors, D.D. et al., 2007. (Federal policy, state implementation, and use of “evidence-based” prevention programs in schools.)

**Supplemental:**
- Rogers, 2002. (Diffusion of innovation theory applied to prevention)
- August et al., 2006. (Moving from efficacy to effectiveness trials. Are effects found when intervention is done by real world practitioners?)
- Ringwalt, Vincus, Hanley, Ennett, Bowling & Rohrbach, 2009. (State of dissemination of tested substance use prevention programs)
- Gottfredson & Gottfredson, 2002. (Study of school based prevention programs across US)
Graduate Curriculum Approval Form
New Course

Prefix and Number: EDP 6xxx

Title: Professional and Ethical Issues in Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Tiffany Chenneville, Ph.D.

Faculty Email: chennevi@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.stp.usf.edu/sgrad/faculty_staff/Graduate_Council.htm](http://www.stp.usf.edu/sgrad/faculty_staff/Graduate_Council.htm).

Complete:
- ☐ the Graduate Curriculum Approval Form (this form)
- ☐ the printed copy of the new course information submitted online
- ☐ catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
- ☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
- ☐ I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:
- ☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- ☐ I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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<th>Signature</th>
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<td>Tiffany Chenneville, Ph.D.</td>
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<td>James McHale</td>
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<td>Graduate Council Chair or Designee</td>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to
Graduate Course Proposal Form Submission Detail **

Edit This Proposal (password required)

Current Status:
Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):
Comments:

1. Department and Contact Information

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<tr>
<td>James McHale</td>
<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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Abbreviated Title (30 characters maximum)
Prof & Ethical Issues Psych

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Prerequisites
Corequisites

Course Description
This graduate course is designed to expose students to the professional, ethical, and legal problems that face psychologists and through the course of their practice as clinicians, researchers, and educators.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course will be part of the course sequence for the new graduate program in psychology. At USF St. Petersburg, the largest undergraduate major is Psychology. In surveys of our advanced majors, nearly 90% indicate their intention to pursue advanced graduate study in Psychology and other health-related disciplines. No USF System institution offers a terminal masters program in psychology. USF Tampa’s doctoral programs in Psychology do not have enough seats available to handle demand within the USF system (admitting an average of 10-15 students annually from a wide range of applicants nationally and internationally). Finding few other options in the region, most USFSP graduates look to specialized certificate programs or online Masters degrees. The USF System has historically lost out on the opportunity to provide training for the large cohort of qualified students from both USFSP and other regional universities within and outside the USF system who desire graduate training and would benefit from a masters-level education. The proposed MA in Psychology meets that demand. It also occupies a unique niche in the USF system; there is no terminal Masters in Psychology within the USF System and so no duplication. While the emphases of the proposed MA in General Psychology at USFSP shares both some similarities and some unique features relative to other programs in the state, perhaps to the point that is that none of the three other terminal MA programs serve the Tampa Bay area. This is particularly relevant because the Tampa Bay area has the second-largest combined population of infants and young children in the state; Risk, Resilience and Prevention (RRP) was identified as one of the two main tracks to be offered because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professions with masters degrees). With respect to the assumption that students will enroll in the program if offered, our surveys of advanced majors indicate that applications for graduate study will be robust. Our program will offer an option for talented USFSP undergraduate psychology majors identified during their sophomore or junior year to gain early entry into the MA program on a combined program. Admitted USFSP undergraduate students would complete four of the five required Year 1 core courses during their junior and senior years, and will complete the fifth required Year 1 course during the summer following graduation. This will enable them to enter into their second year in the MA program the following fall after...
graduating with the BA in Psychology. At two Fall 2011 meetings of the USF St. Petersburg Psychological Science Organization, which drew 22 and 35 attendees, respectively, over 90% of those polled indicated that they would find great interest in a combined 3+2 and 4+1 option. For B.A. students admitted to the two-year M.A. program, we would anticipate drawing from USF system schools, Eckerd College, St. Petersburg College, and other area institutions that do not offer a terminal masters degree in Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A Ph.D. or equivalent including at least one year field experience in a clinical, community, or research setting and licensed (or license-eligible) as a psychologist.

4. Other Course Information

A. Objectives

To expose students to the professional, ethical and legal problems that face psychologists in the course of their practice as clinicians, researchers, and educators. To review the ethical, legal, and professional standards that direct the activities of psychologists in a variety of settings and to present the professional, ethical and legal issues with an opportunity to examine possible solutions.

B. Learning Outcomes

Upon completion of this course, students will be able to: 1. Discuss the importance of studying ethics. 2. Differentiate between law, ethics and morality. 3. Demonstrate familiarity with the APA Ethics Code. 4. Distinguish between ethical principles and standards as outlined in the APA Ethics Code. 5. Demonstrate awareness of the most common ethical issues facing psychologists. 6. Describe the law(s) that regulate the practice of psychology. 7. Discuss the landmark court cases affecting the field of psychology. 8. Describe and implement an ethical decision making model to be used when faced with an ethical dilemma.

C. Major Topics

Law, Ethics and Morality; Ethical Philosophies, Ethics, Ethics Codes, and Ethical Principles, Ethical Decision-Making, Licensure, Certification and Professional Regulation, Professional Standards and Competence, Privacy, Privilege and Confidentiality, Mandatory Reporting and Duty to Protect, Multiple Relationships and Dual Roles, Autonomy and Decision Making: Informed Consent and Assent; Ethics in Teaching and Supervision; Ethics and Service Learning; Ethics and
Research; Decisional Capacity as an Ethical, Legal and Professional Issue in Psychology; Ethical and Legal Issues related to Technology; Issues of Culture, Race, Ethnicity and Gender.

D. Textbooks

E. Course Readings, Online Resources, and Other Purchases


F. Student Expectations/Requirements and Grading Policy

Assignments (20% of grade) Case Study Project (20% of grade) Weekly Media Journal (10% of grade) Exams (40% of grade) Participation (10% of grade) 97-100 - A+ 94-96 - A 90-93 - A- 87-89 - B+ 84-86 - B 80-83 - B- 77-79 - C+ 74-76 - C 70-73 - C- 67-69 - D+ 64-66 - D 60-63 - D- 59 or below - F *grades will not be rounded up.

G. Assignments, Exams and Tests

Assignments (20%): Students will be required to complete assignments throughout the semester. These assignments require the student to integrate and apply information from class and the required readings. Assignments will be graded on content/substance as well as style and form. Assignments are due at the beginning of class. Find the Law Assignments (www.myflorida.com, Lexis): Boynton v. Burglass (FL), O'Keefe v. Orea (FL), Green V. Ross (FL), Nova v. Wagner (FL). Florida Statutes or Administrative Code: Makeup of Florida Board of Psychology, Penalties for sexual misconduct by a psychologist, Grounds or activities for which psychologists may be disciplined, HIV/AIDS training requirements for psychologists, Intent of law regulating practice of psychologists, Record keeping requirements of psychologists, Psychologists' use of professional titles on promotional materials, Definition of child abuse and neglect for purposes of mandated abuse/neglect reporting, Definition of disabled adult for purposes of reporting abuse/neglect of disabled adults, Types of professionals mandated to report reasonably suspected child abuse or neglect, Definition of mental illness for purposes of involuntary examination/hospitalization, 3 ways in which a person may be held for involuntary examination/hospitalization, criteria for involuntary examination/hospitalization, rights of persons receiving treatment in state operated mental health facilities. Case Study project (20%) Working as a group, students will be responsible for completing an ethical case study related to a topic assigned to the group during the first few weeks of the semester. This project requires students to apply portions of an ethical decision making model to be discussed in class and described in the textbook. Students will be responsible for presenting their case to the class on the date the topic is being discussed. Weekly Media Journal (10%) Students will be expected to maintain a weekly media journal. The purpose of the journal is to integrate ethical
issues related to psychology observed in the "real" world. Students will keep a weekly journal of ethically problematic (or potentially problematic) situations involving actual fictitious psychologists or observed in film, television, books, newspaper articles, magazine advice columns, radio and television talk shows, news and feature stories or personal experience. Each journal entry should be 1-2 pages maximum and will be collected weekly. Exams (40%). Four exams will be given throughout the semester. Each exam is worth 100 points. Exams are not cumulative and may consist of multiple-choice and short answer questions covering materials from the preceding two to three lectures and assigned readings. Students will be responsible for information covered in class and in the textbook and assigned readings. Exams will be administered on Blackboard; They will be posted for one week. Students will have 1 hour and 15 minutes to complete each exam. One point will be deducted from the grade for each minute exceeding the time limit. Participation (10%). Students are expected to attend class and participate in class discussions and activities. Students should come to class prepared to discuss assigned readings.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University ('TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfge/occ%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfge/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

There will be no make-up exams. An "I" grade may be awarded at the discretion of the instructor. An "I" grade indicates incomplete coursework and may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. Members of the University community support high standards of individual conduct and human relations. Responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students
whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027 - The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to:
http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf Academic integrity is the foundation of the University of South Florida system’s (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (c) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP

5. Course Concurrence Information

This course will be part of the course sequence for the new graduate program in psychology at USFSP. While the course will focus on professional and ethical issues in psychology, many of the principles and standards that are part of the ethics code in psychology that will be covered in this course (e.g. privacy and confidentiality, research ethics, professional competence) are applicable to other mental health and
health professionals. Thus, it is foreseeable that students from other graduate programs across colleges may benefit from enrollment in this course.

- if you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
COURSE SYLLABUS

Professional and Ethical Issues in Psychology

CLP xxxx, Section xxx

University of South Florida St. Petersburg
College of Arts and Sciences
Spring 2014

Professor: Tiffany Chenneville, Ph.D.
Department: Psychology
Office: DAV 117
Hours: TBD
Phone: 727-873-4585
Fax: 727-873-4526
E-mail: chennevi@mail.usf.edu

Class Time/Place: TBD

Teaching Assistant: TBD
Office: 100 5th Avenue South, Suite 200
Hours: TBA
E-mail: TBA

Required Textbooks and/or Materials:

Required Textbooks


Required Readings available on Blackboard

Resources Available Online


Chapter 490, Florida Statutes: Psychology
http://www.floridashealth.net/mqa/psychology/psy_statutes.html
(follow instructions at the bottom of the web page)

*Please note that additional readings may be required and will be made available/accessible by the professor. Students should bring assigned readings to each class in order to allow for the review and analysis of materials.

Course Requirements:

Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam and other issues, the professor will not be accountable for emails sent from non-USF accounts.

Course Description:

This graduate course is designed to expose students to the professional, ethical, and legal problems that face psychologists and through the course of their practice as clinicians, researchers, and educators. Specifically, the purpose of this course is to review the ethical, legal, and professional standards and guidelines that direct the activities of psychologists in a variety of settings to include but not limited to clinical settings, research settings, educational settings, community settings, and hospital administration settings. In this course, students will gain knowledge of the professional, ethical, and legal issues faced by psychologists and will be provided the opportunity to examine possible solutions to these problems via assigned readings, classroom discussion, and the use of case studies.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

1. Discuss the importance of studying ethics.
2. Differentiate between law, ethics, and morality.
3. Demonstrate familiarity with the APA Ethics Code.
4. Distinguish between ethical principles and standards as outlined in the APA Ethics Code.
5. Demonstrate awareness of the most common ethical issues facing psychologists.
6. Describe the law(s) that regulate the practice of psychology.
7. Discuss the landmark court cases affecting the field of psychology.
8. Describe and implement an ethical decision making model to be used when faced with an ethical dilemma.
Evaluation and Grading:

You will be asked to demonstrate the above learning outcomes in a variety of ways, which are described in detail below.

Assignments (20% of grade): You will be required to complete assignments throughout the semester. Due dates for the assignments are listed on the course schedule and a description of the assignments is contained at the end of this syllabus. These assignments will require you to integrate and apply information from class and the required readings. Assignments will be graded on content/substance as well as style and form (e.g., spelling, grammar, punctuation, readability, presentation). Assignments are due at the beginning of class. No late assignments will be accepted.

Case Study Project (20% of grade): Working as a group, you will be responsible for completing an ethical case study related to a topic assigned to your group during the first few weeks of the semester. This project will require you to apply portions of an ethical decision making model to be discussed in class and described in your textbook. You will be responsible for presenting your case to the class on the date the topic is being discussed (see course schedule). More detailed instructions for completing this project and a grading rubric are posted on Blackboard in a folder under the Assignments link. This project is due on xxxx. No late assignments will be accepted. You will receive a grade a zero if I do not receive your project on the due date. You may submit a draft of this project early (no later than xxxx) if you would like feedback prior to the due date.

Weekly Media Journal (10% of grade): You will be expected to maintain a weekly media journal. The purpose of the media journal is to integrate ethical issues related to psychology observed in the “real” world. Your task is to keep a weekly journal of ethically problematic (or potentially problematic) situations involving actual or fictitious psychologists or observed in film, television, books, newspaper articles, magazine advice columns, radio and television talk shows, news and features stories, or in your personal experience (e.g., as a participant in a psychological research study). Your journal entry should include, when appropriate, the source (e.g., name of movie or newspaper article) and a brief summary of the situation including the ethically problematic (or potentially problematic) situation(s). Be sure to include a description of “what” ethical issues are described in your media entry (e.g., breach of confidentiality, multiple relationship) and “why” there is a potential problem (i.e., What are the implications for the unethical behavior in question? What potential harm could be done and to whom?). Journal assignments must be typed and double-spaced and, where appropriate, must conform to the guidelines set for the in the APA Publication Manual (i.e., cite when necessary). Each journal entry should be 1-2 pages maximum. Journal entries will be collected weekly, and you will earn 10 points for each journal entry. Journal entries will be graded on a pass/fail basis. Late journal assignments will not be accepted. In addition to submitting your journal entry, you should come to class prepared to discuss your “case”.

Exams (40% of grade): A portion of your grade will be computed based on exam scores. Four exams will be given throughout the semester. Each exam is worth 100 points. Exams are not cumulative and may consist of multiple-choice and short answer questions covering material from the preceding two to three lectures and assigned readings. You will be responsible for
information covered in class and in the textbook and assigned readings. This will include information contained in class lectures, classroom discussions and activities, and out of class assignments. Please note that exams will be administered on Blackboard. Exams will be posted on Blackboard for one week. Exams will not be administered outside of the dates (before or after) listed in the course syllabus. **There will be no make-up exams. You will receive a score of zero if you do not take an exam.** You will have 1 hour and 15 minutes to complete each exam. One point will be deducted from your grade for each minute exceeding the time limit.

**Participation (10% of grade):** You are expected to attend class and participate in class discussions and activities. You should come to class prepared to discuss assigned readings.

**Grading Criteria:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100%</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
<td>D+</td>
<td>67-69</td>
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<td>70-73</td>
<td>D-</td>
<td>60-63</td>
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</table>

*Please note that grades will not be rounded up

**Course Policies**

The policies listed below are intended to create an environment conducive to learning whereby respect is maintained between and among the professor and students. Failure to comply with these policies will be handled on an individual basis and may result in disciplinary action.

**Academic Accommodations.** Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

**Academic Integrity.** Behaviors that are contrary to University standards will not be tolerated. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student found guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

**Cell Phones.** Students are expected to turn off cell phones and pagers during class.

**Laptops.** Use of laptops is not permitted during class.

**Classroom Behavior.** Students are expected to academically engage during class. Behavior that is not relevant to learning course material will not be tolerated (e.g., sleeping during class, engaging in irrelevant conversations with classmates, completing work for other courses). Students who engage in such behavior may be asked to leave the classroom and will lose participation points.
Classroom Discussion. Students will be encouraged to participate in relevant classroom discussion. In order to maintain an orderly environment, it is important that students demonstrate respect toward each other during classroom discussions. Students are expected to listen to others while they are speaking and to limit unnecessary interruptions.

Classroom Notes and Tapes. Class lectures may be recorded with the permission of the professor. However, neither class notes, nor tapes may be used for purposes other than studying or otherwise enhancing class performance. Under no circumstances may class notes or tapes be sold.

Diversity. Students are expected to be respectful of one another. Diverse opinions are welcome. It is important for students to maintain sensitivity to cultural differences and alternative lifestyles.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Preparation. Students are expected to complete assigned readings and assignments by their due date, and students are expected to come to class prepared to participate in classroom discussions and activities.

Punctuality. Students are expected to arrive to class and to return from break on time.

Religious Preference Absence Policy. Students who anticipate being absent from class due to the observation of a major religious observance and do not want the absence(s) to count against their participation grade must provide advance written notice of the date(s) to the professor.

Course Schedule:

Please note the following is a tentative schedule. Topics and exam dates may change. Any changes to the syllabus will be announced in class. Class attendance and punctuality are required, and it is the responsibility of students to be aware of any changes to the syllabus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>*K&amp;V, Chapter 1</td>
<td>Introduction &amp; Review Syllabus Law, Ethics, &amp; Morality</td>
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<td>Week 2</td>
<td>*K&amp;V, Chapter 2 *Media Journal Entry 1</td>
<td>Ethical Philosophies</td>
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<td>Week</td>
<td>Readings</td>
<td>Bibliography</td>
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<td>Week 4</td>
<td>*Readings TBD</td>
<td>*Media Journal Entry 3</td>
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<td>Week 5</td>
<td>*K&amp;V, Chapter 5</td>
<td>*Media Journal Entry 4</td>
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<td>*Annotated Bibliography Group 1</td>
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<td>Week 6</td>
<td>*K&amp;V, Chapter 8</td>
<td>*Media Journal Entry 5</td>
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<td></td>
<td>*Annotated Bibliography Group 2</td>
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<td>Week 7</td>
<td>*K&amp;V, Chapter 9</td>
<td>*Chenneville (2000)</td>
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<td>*Media Journal Entry 6</td>
<td>*Annotated Bibliography Group 3</td>
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<tr>
<td>Week 8</td>
<td>*K&amp;V, Chapter 6</td>
<td>*Media Journal Entry 7</td>
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<td>*Annotated Bibliography Group 4</td>
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<td></td>
<td>*Annotated Bibliography Group 5</td>
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<tr>
<td>Week 10</td>
<td>*K&amp;V, Chapters 14 &amp; 15</td>
<td>*Annotated Bibliography Group 6</td>
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<td></td>
<td>*Case Study Project Draft (optional)</td>
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<tr>
<td>Week 11</td>
<td>*K&amp;V, Chapter 16</td>
<td>*Media Journal Entry 10</td>
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<td>*Annotated Bibliography Group 7</td>
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<td>Week 12</td>
<td>*Readings TBA</td>
<td>*Media Journal Entry 11</td>
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<td>Week 13</td>
<td>*Readings TBA</td>
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<td>Week 14</td>
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<tr>
<td>Week 15</td>
<td>*Readings TBA</td>
<td>*Media Journal 14</td>
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Assignments
1) **Find the Law Assignments** (www.myflorida.com, Lexis)

Boynton v. Burglass (FL)

O'Keefe v. Orea (FL)

Green v. Ross (FL)

Nova v. Wagner (FL)

2) **Florida Statutes or Administrative Code**

*Makeup of Florida Board of Psychology
*Penalties for sexual misconduct by a psychologist
*Grounds or activities for which psychologists may be disciplined
*HIV/AIDS training requirements for psychologists
*Intent of law regulating practice of psychologists
*Record keeping requirements of psychologists
*Psychologists' use of professional titles on promotional materials
*Definition of child abuse and neglect for purposes of mandated abuse/neglect reporting
*Definition of disabled adult for purposes of reporting abuse/neglect of disabled adults
*Types of professionals mandated to report reasonably suspected child abuse or neglect
*Types of professionals mandated to report reasonably suspected elder abuse or neglect
*Definition of mental illness for purposes of involuntary examination/hospitalization
*3 ways in which a person may be held for involuntary examination/hospitalization
*Criteria for involuntary examination/hospitalization
*Rights of persons receiving treatment in state operated mental health facilities
Graduate Course Proposal Form Submission Detail **

(password required)

Current Status:
Campus: St Petersburg
Submission Type: New
Course Change Information (for course changes only):
Comments:

1. Department and Contact Information

<table>
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<th>Contact Person</th>
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<tr>
<td>James McHale</td>
<td>7278734848</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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<tr>
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<td>6XXX</td>
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<td>3</td>
<td>C</td>
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Abbreviated Title (30 characters maximum)
Infant Family Mental Health

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<tr>
<th>Course Online?</th>
<th>Percentage On Campus</th>
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<td>0</td>
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Prerequisites
DEP 4053 CLP 4620
Corequisites

Course Description
The class will address the theoretical bases of infant mental health, infant development, and infant caregiver relationships with an emphasis on coparenting and family relationship dynamics that support infant and toddler development in cultural context.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

USFSP graduates hired to work in agencies providing direct clinical support and case management services to families of infants and toddlers have no educational background in infant family mental health. There is hence a training gap for Pinellas County that would be addressed by this course and the certificate program in which it will ultimately be included. Agencies may choose to assign current personnel to complete the course. Currently, no existing psychology or health science course offered at USFSP or in the USF system explicitly focuses on infant family mental health despite the critical need for a workforce capable of understanding and working successfully with infants, toddlers, and their families in settings such as primary health care, early care education, foster care, and home visiting services.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

Yes, 2 times

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Field experience in family theory and therapy and research and/or clinical experience with infant mental health and development.

4. Other Course Information

A. Objectives

1. To promote understanding of typical and atypical biological, social, and emotional development during infancy and common assessment, prevention, and intervention tools and practices.
2. To promote understanding of infant development in diverse family systems with an emphasis on coparenting relationships and dynamics within families.
B. Learning Outcomes

By the completion of this course the student is expected to have attained the following 8 learning outcomes related to theory practice policy advocacy research and evaluation and self reflection: Demonstrate understanding of coparenting and family development and dynamics during the first three years of life in diverse family systems. Demonstrate understanding of early brain development, infant caregiver attachment during infancy, and how caregiver and coparenting behavior affect brain and attachment development. Demonstrate understanding of typical and atypical infant development and how they affect and can be affected in positive and negative ways by the functioning of the family. Demonstrate recognition of the importance and impact of appreciating the family history culture and experiences in order to develop a viable working alliance with family members. Demonstrate understanding of how the DC 0-3R assessment framework is utilized in clinical practice to assess children 0 to 3 and their families. Demonstrate knowledge of how prevention and early intervention programs and high quality child care programs make use of developmental and family principles to promote healthy infant and toddler development. Demonstrate the ability to relate clinical and family theory and effective practice models from the literature to novel cases involving infants exhibiting established conditions or risk for developmental delay or social emotional maladjustment. Demonstrate capacity for self reflection on new learning attained through personal reactions to class assignments and exercises and Civic Engagement participation.

C. Major Topics

1. The field of infant family mental health
2. Coparenting and systems of care for infants and toddlers
3. Infant biological and brain development pregnancy to age 3
4. Infant attachment and socioemotional development typical development
5. Recognizing atypical development
6. Cultural perspectives on development in the family
7. Naming differences among babies DC 0 to 3R
8. Trauma abuse and violence in families
9. Intervention basics I Models for mother-infant dyads
10. Intervention basics II Coparenting and work with diverse families
11. Coparenting and prevention programming
12. Coparenting and work with infants in the child welfare system
13. Coparenting and work with children in daycare settings
14. Coparenting and public policy issues

D. Textbooks

1. Zeanah Ed 2009 Handbook of infant mental health 3rd Ed NY Guilford
2. McHale and Lindahl 2011 Coparenting A conceptual and clinical look at family systems
3. Shirilla and Weatherston 2003 Case studies in infant mental health risk resiliency and relationships

E. Course Readings, Online Resources, and Other Purchases

Weekly Online Modules no additional cost. Additional readings included in the syllabus are recommended readings. It is expected that students will also search out additional readings in efforts to expand their knowledge in specific areas. The instructor may include additional reserve readings throughout the semester.
F. Student Expectations/Requirements and Grading Policy

Portfolio Assessment 150 points total Assignment 1 choose either A or B 50 points Observation reflective essay Assignment 2 50 points Conceptualizing from an infant family mental health perspective Assignment 3 choose either A or B 50 points Applications of concepts learned Midterm Exam 100 points total Final Exam 100 points total Participation and discussion boards 50 points total Grading Policy Assignment of letter grades Letter grades for the course will be assigned using this formula 90 100 A 360 400 points 80 89 B 320 359 points 70 79 C 280 319 points 60 69 D 240 279 points below 60 F 239 points and below

G. Assignments, Exams and Tests

Portfolio Assessment Students must assemble a portfolio reflecting their new learning during the semester At minimum the portfolio must contain two reflective essays and either a 10 slide Powerpoint presentation on a topic approved by the instructor or a reflective essay coordinated with a specific Civic Engagement assignment Participation and discussion boards On specified weeks students will post one comment idea or question about what they are reading onto Blackboard and post at least two responses questions or ideas raised by classmates

H. Attendance Policy

Attendance Policy It is expected that students will watch all video modules Course Attendance at First Class Meeting Policy for Graduate Students For structured courses 6000 and above the College Campus Dean will set the first day class attendance requirement Check with the College for specific information This policy is not applicable to courses in the following categories Educational Outreach Open University TV FEEDS Program Community Experiential Learning CEL Cooperative Education Training and courses that do not have regularly scheduled meeting days times such as directed reading research or study individual research thesis dissertation internship practica etc Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty See USF Regulation Registration 4 0101 http usfweb2 usf edu usfgc ogc 20web currentreg htm Attendance Policy for the Observance of Religious Days by Students In accordance with Sections 1006 53 and 1001 74 10 g Florida Statutes and Board of Governors Regulation 6C 6 0115 the University of South Florida University USF has established the following policy regarding religious observances http usfiveb2 usf edu usfgc gc pp acadaf gc10 045 htm In the event of an emergency it may be necessary for USF to suspend normal operations During this time USF may opt to continue delivery of instruction through methods that include but are not limited to Blackboard Elluminate Skype and email messaging and or an alternate schedule it s the responsibility of the student to monitor Blackboard site for each class for course specific communication and the main USF College and department websites emails and MoBull messages for important general information

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date Late submissions for any assignment will be penalized Academic Integrity Members of the University community support high standards of individual
conduct and human relations Responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University USF St Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code Refer to USF 6 0021 Student Code of Conduct at http:generalcounsel.usf.edu regulations pdfs regulation usf6 0021 pdf Academic Integrity of Students Reference USF Regulation USF 3 027 The following is the portion of the Regulation pertaining to graduate students To read the entire regulation go to http:generalcounsel.usf.edu regulations pdfs regulation usf3 027 pdf 1 Fundamental Principles Academic integrity is the foundation of the University of South Florida system's University USF commitment to the academic honesty and personal integrity of its University community Academic integrity is grounded in certain fundamental values which include honesty respect and fairness Broadly defined academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community including the instructional faculty staff and students 2 General Policies The following policies and procedures apply to all students instructional faculty and staff who participate in administration of academic classes programs and research at the University of South Florida This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution If a fair resolution is not accomplished in this discussion this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations 3 Violations of Academic Integrity Undergraduate and Graduate Behaviors that violate academic integrity are listed below and are not intended to be all inclusive Cheating Plagiarism Fabrication Forgery and Obstruction Multiple Submissions Complicity Misconduct in Research and Creative Endeavors Computer Misuse and Misuse of Intellectual Property The Academic Integrity Policy can be found in the USF St Petersburg Graduate Catalog

J. Program This Course Supports

Proposed Graduate Certificate Program in Infant-Family Mental Health

5. Course Concurrence Information

Proposed Masters of General Psychology Proposed certificate program in Infant-Family Mental Health MLA
THE FOLLOWING COURSE HAS ALREADY BEEN APPROVED AS A COURSE IN THE
GRADAATE CERTIFICATE PROGRAM

COURSE SYLLABUS
CLP 6XXX: Infant-Family Mental Health (Online)
University of South Florida St. Petersburg, Department of Psychology

Instructor: James P. McHale, Ph.D.
Department: Psychology
Office: Davis 249
Office hours: By appointment
Phone: 727-873-4963 (for urgent or time-sensitive messages, please use e-mail)
Email: jmchale@mail.usf.edu

Required Books


*Additional readings included in the syllabus are recommended readings. It is advisable to demonstrate evidence of your additional reading in your portfolio work.*

Class Description:

The IFMH course involves weekly videotape modules featuring presentations by the instructor and guest co-presenters, augmented by film clips and assigned readings; periodic student discussion board postings communicating thoughts about assigned readings; and an optional opportunity to facilitate a community workshop. The class will address the theoretical bases of infant mental health, integrating normal and atypical infant development and infant-caregiver relationships. A distinctively unique and ongoing emphasis throughout the course will be on understanding the coparenting and family relationship dynamics that support infant and toddler development in cultural context. The course will also include coverage of brain development, diagnosis and assessment, evidence-supported and evolving new and innovative preventive and intervention approaches designed to strengthen child and family functioning, and policy issues.

Students who enroll in this course are expected to have taken *DEP 4053* or its equivalent and *CLP 4620 - Ethics in Psychology and Health* or its equivalent, both with a grade of “C” or better (not “C-“). Prerequisites may be waived for those in clinically-oriented graduate programs and/or for practicing field professionals, with instructor approval.

Inherent in graduate-level coursework is the concept that the student is responsible for all required readings. In addition, it is expected that students will also search out additional readings in efforts to expand their knowledge in specific areas. The instructor may include additional reserve readings throughout the semester. Evidence of additional readings should be evident in the student portfolio.
Student Learning Outcomes:
By the completion of this course, the student is expected to have attained the following 8 learning outcomes related to theory, practice, policy/advocacy, research and evaluation, and self-reflection:

1. Demonstrate understanding of coparenting and family development and dynamics during the first three years of life in diverse family systems.

2. Demonstrate understanding of early brain development, infant-caregiver attachment during infancy, and how caregiver and coparenting behavior affect brain and attachment development.

3. Demonstrate understanding of typical and atypical infant development and how they affect and can be affected in positive and negative ways by the functioning of the family.

4. Demonstrate recognition of the importance and impact of appreciating the family’s history, culture, and experiences in order to develop a viable working alliance with family members.

5. Demonstrate understanding of how the DC: 0-3R assessment framework is utilized in clinical practice to assess children 0 to 3 and their families.

6. Demonstrate knowledge of how prevention and early intervention programs and high quality child care programs make use of developmental and family principles to promote healthy infant and toddler development.

7. Demonstrate the ability to relate clinical and family theory and effective practice models from the literature to novel cases involving infants exhibiting established conditions or risk for developmental delay or social-emotional maladjustment.

8. Demonstrate capacity for self-reflection on new learning attained through personal reactions to class assignments and exercises and Civic Engagement participation.

Evaluation and Grading:
Students will demonstrate the above learning outcomes in a variety of ways, described below.

Portfolio Assessment (150 points total):
Students must assemble a portfolio reflecting their new learning during the semester. At minimum, the portfolio must contain two reflective essays, each worth 50 points toward the final grade, and either a 10-slide Powerpoint presentation on a topic approved by the instructor or a reflective essay coordinated with a specific Civic Engagement assignment (see below).

Assignment 1 (choose either A or B; 50 points) – Observation reflective essay
The purpose of this assignment is to sharpen your observational skills. Your aim is to pay attention to particular behavioral cues sent by infants and toddlers that convey meaning, to begin attending to the personal reactions you have to different cues sent by children (both positive and negative), and to start thinking about how your own reactions to a child could shape or influence how you later approach interactions with that child’s parents. Choose either assignment A or B:

A. Obtain your “data” by viewing the film: When the Bough Breaks.
The children in this film evoke very strong reactions from those who watch the film. The
way that you react can affect both the way you view the child and the way that you subsequently engage with and interact with the child's parents. Hence, you are to watch the film, take notes, and then use concepts from your readings to prepare a 3-5 page reflective essay in which you focus on **two different children** (clearly identify which two you are focusing on) and address

(a) the most important things you noticed about each child, both positive and negative, identifying specific behaviors that captured your attention;
(b) specific signals you believe the child was sending at different points in the video, in enough detail that others could also find those moments -- and tell why you believe what the child was doing at those moments constituted “signal-sending”;
(c) your own personal reactions to the specific behaviors you flagged for each child, and why it was that you had the particular reaction you did to each of those behaviors; and
(d) how your reactions could affect how you might interact with the child and with her relevant coparents in an infant mental health context.

**B. Obtain your data by arranging 3 visits to a setting where observation of 0-3 year old children is optimized.**

If you choose assignment 1B, it is your responsibility to arrange the visits; the instructors are unable to broker this for you. As with assignment 1A, select two different children to observe on a minimum of two -- and ideally all three -- observational visits. Prepare a 3-5 page reflective essay drawing on concepts from your readings, and for both children, address

(a) the most important things you noticed about each child, both positive and negative, identifying specific behaviors that captured your attention;
(b) specific signals you believe the child was sending at different points during your and why you believe what the child was doing at those moments constituted “signal-sending”;
(c) your own personal reactions to the specific behaviors you described, and why it was that you had the particular reaction you did to each of those behaviors; and
(d) how your reactions could affect how you might interact with the child and with her relevant coparents in an infant mental health context. All descriptive information about the observed child and family members **must** be kept anonymous.

**Assignment 2 (50 points) – Conceptualizing from an infant-family mental health perspective**

This assignment tests to see how well you are understanding the distinctions between typical infant-mental health perspectives, as employed by interventionists who focus primarily on mothers; and infant-family mental health perspectives, as outlined by McHale and Lindahl (Chapters 1 and 7, and other chapters as appropriate). Most infant-mental health case conceptualizations do not attend to the triangular or polyadic relationship between two or more coparents and a child. They focus on just the mother and child, or treat the adults as a single entity, a generic "parent", without considering the important dynamics that take place within the parent-parent-child triangle and affect child outcomes.

For this assignment, you are to draw on concepts from your readings to prepare a 3-5 page analysis of the case provided by the instructor from an Infant-Family Mental Health perspective. Briefly describe the case and key elements of how it was handled, and then explain how this case might have been handled differently had the interventionist heeded principles of coparenting assessment and intervention. If there were places in the intervention where you believe that
coparenting/IFMH issues were handled well, draw attention to this and explain why you think they were well-handled.

Assignment 3 (choose either A or B: 50 points) – Applications of concepts learned

A. Disseminating knowledge about IFMH to an academic audience

Students selecting Option A must prepare and submit as an assignment a Powerpoint presentation on a topic approved by the instructor, together with accompanying notes that coincide with each slide (in Powerpoint format) on an infant mental health topic of their interest. Any topic is fair game, but the theme of coparenting must be integrated into its exposition. The Powerpoint presentation may be no more than 10 slides (not counting the cover slide), and must provide comprehensive treatment of the key issues of interest with respect to the topic chosen.

B. Disseminating knowledge about IFMH to a community (lay) audience

Students selecting Option B will participate in a community-based project designed to translate what they are learning about infant-family mental health to support parents and caregivers in Pinellas County. You will facilitate a workshop at an annual event for African American parents, family, neighbor and friend caregivers the weekend of the seventh week of class (mid-February). In your 25-minute workshop you will present and discuss one-on-one activities for infants and toddlers, and show workshop attendees how to locate web-based videos and other resources designed for parents of infants that explain and demonstrate parenting strategies that promote infant brain development and encourage early learning. Students choosing this option will attend a required in-person briefing during the week prior to the community workshop. By the time of the briefing, you are expected to be intimately familiar with posted workshop materials and with Zero to Three’s website at http://www.zerotothree.org/

You should begin spending time navigating through this site each week of the class. After the workshop experience, you will prepare a 3-5 page reflective essay reflecting on and describing personal views or biases about the population served through the workshop (low income, higher-risk African American parents) that were either confirmed or challenged in the course of your work. Consider and honestly reflect upon your own thought processes when you first considered taking on the assignment, as you were preparing for your contribution, and then during the event itself. Describe your feelings and reactions, both positive and negative. Reflect upon whether and how you think your participation contributed to the community, how your experiences contributed to your learning, and how the experience and what you learned will affect your future work. Last, offer at least 2-3 sentences outlining what you saw as an apt link between theory you learned about in class, and the theory’s real-life application.

Students are encouraged to include any other information in their portfolio that they deem to be important for demonstrating their involvement with infancy and early childhood issues during the semester.

Midterm Exam (100 points total):

The midterm consists of 50 multiple-choice questions from the Zeanah text and in the in-class lecture modules. The exam is administered through Blackboard. You will have 2 ½ hours and a window of one full week within which to complete the exam, but the test must be taken in one sitting. There will be no make-up exam or opportunities to re-link into the exam if it is not
completed in the sitting in which it has been started. Students will receive a score of zero if they do not take the midterm at all, or do not finish it by the posted closing date and time.

**Final Exam** (100 points total):

The final exam is cumulative. It will consist of multiple-choice, short answer and essay questions on the course videos and readings from weeks 1 through 16. As with the midterm, the final exam will be administered on Blackboard and must be completed by the posted deadline. There will be no make-up exam. You will receive a score of zero if you do not take the final. You will have 2 ½ hours to complete the multiple choice questions on the final. One point will be deducted from your grade for each minute exceeding the time limit on the multiple choice questions. There is no time limit for the short answer/essay questions, but the exam must be fully uploaded by the closing date and time.

**Participation and discussion boards** (50 points total):

On specific weeks indicated in the course schedule (below), students will post one comment, idea or question about what they are reading onto the class Blackboard website. This main post must occur no later than 12-noon on Wednesday. Each student must then post a reply to at least two responses, questions or ideas raised by other classmates by 11:59 pm on Saturday. Each post shall be thoughtful and contribute a minimum of 50 but no more than 100 words.

**Grading Policy - Assignment of letter grades:**

Letter grades for the course will be assigned using this formula:
- 90-100% A (360-400 points)
- 80-89% B (320-359 points)
- 70-79% C (280-319 points)
- 60-69% D (240-279 points)
- below 60% F (239 points and below)

Because grades will be determined on an absolute basis, with no pre-set number of “A”s, “B”s, etc., students are not in competition with one another for grades.

**Course Policies:**

**Access to Blackboard/USF email account.** Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam controls, the professor will not be accountable for emails sent from non-USF accounts.

**Academic Accommodations.** Students with disabilities are encouraged to contact the professor during the first week of class to discuss accommodations. Forward a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

**Academic Integrity.** Behaviors that are contrary to University standards have no place in this course. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student guilty of any such behavior will receive a
failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

Attendance Policy. It is expected that students will watch all video modules.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Preparation and Make-Up Work. Students are expected to have completed all readings and written work by their assigned date. Because the due dates for each element of the portfolio are already known, late submissions for any assignment will be penalized 5 points for each day late. As indicated above, there is no make-up for the midterm or final exam.

Recordings of the class. All unauthorized recordings of class are prohibited. Sharing of materials used in Blackboard Powerpoints with other individuals or agencies without expressed instructor consent is prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

Religious Preference Absence Policy. Students who anticipate that a major religious observance will interfere with any assignment’s due date must provide advance written notice of the conflict to the professor by the second class meeting. (http://usfweb2.usf.edu/usfge/gc_p/acadaf/gc10-045.htm)

S-U Policy: S-U contracts must be negotiated in writing the first three weeks of the term.

Course Schedule:

**Week 1 Video Modules:**

The field of infant-family mental health

Readings: Zeanah: Chapter 1; McHale & Lindahl: Introduction, Chapter 1

**Week 2 Video Modules:**

Coparenting and systems of care for infants and toddlers; Co-Presenter: Susan Allen

Readings: Discussion board about these readings

Shirilla & Weatherston: pp. 137-152 (*Margrete and Her Babies*)


**Week 3 Video Modules:**
Infant biological and brain development – pregnancy to age 3; Co-presenter: Peter Gorski
Readings: Discussion board about these readings -- Zeanah: Chapters 3, 4, and 11

Week 4 Video Modules:
Typical development I: Developmental milestones
Typical development II: Infant-parent attachment
Readings: Discussion board about these readings -- Zeanah: Chapter 5

Week 5 and 6 Video Modules:
Recognizing atypical development Co-presenter: Laurie Ferguson
Readings: Discussion board about these readings -- Zeanah: Chapters 18, 19, 23, 24 and 26

Week 7 Video Modules:
Cultural perspectives on development in the family Co-Presenter: Dottie R. Morris
Readings: Discussion board about these readings -- Zeanah: Chapter 6

* 90-MINUTE BRIEFING FOR STUDENTS CHOOSING PORTFOLIO OPTION 3B (TO BE SCHEDULED DURING WEEKDAY EVENING OF WEEK 7, DAY/TIME TBD)
* 2-HOUR COMMUNITY WORKSHOP FOR STUDENTS CHOOSING PORTFOLIO OPTION 3B (SATURDAY MORNING OF WEEK 7)

Week 8 Video Modules:
Naming differences among babies (DC 0-3R); Co-Presenter: Kristie Skoglund
Readings: Discussion board about these readings -- Zeanah: Chapters 14, 15, 16 and 17

** MID-TERM EXAM ADMINISTERED ON BLACKBOARD OPENS AT 9AM ON TUESDAY MORNING OF WEEK 8, CLOSES AT MIDNIGHT FRIDAY OF WEEK 8

Week 9 Video Modules:
Trauma, abuse and violence in families; Co-Presenter: Lisa Negrini
Readings: Discussion board about these readings -- Zeanah: Chapters 12 and 21

Week 10 and 11 Video Modules:
Intervention basics I: Models for mother-infant dyads; Co-Presenter: Shari Iovino
Intervention basics II: Coparenting and work with diverse families
Readings: Zeanah: Chapters 27 & 28
Shirilla & Weatherston: pp. 15-26 *(Learning to See Her Son: A Baby and His Mother)*

McHale & Lindahl: Chapters 7, 9, and 11

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**Week 12 Video Modules:**

**Coparenting and prevention programming; Co-Presenters: Susan Allen, Judi Vitucci**

*Readings: Discussion board about these readings -- McHale & Lindahl: Chapter 8*

[http://www.nursefamilypartnership.org/proven-results/published-research](http://www.nursefamilypartnership.org/proven-results/published-research)

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**Week 13 Video Modules**

**Coparenting and work with infants in the child welfare system; Co-presenters: Shira Pettigrew; Jennifer Agisotelis; Wendy Kubar**

*Readings: Discussion board about these readings -- Zeanah: Chapter 31*


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**Week 14 Video Modules: Guest Co-Presenter: Sara Severn**

**Coparenting and work with children in daycare settings**

*Readings: Zeanah: Chapter 35*

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**Week 15 Video Modules: Guest co-presenter: Stephen Ponzillo**

**Coparenting and public policy issues**

*Readings: Discussion board about these readings -- Zeanah: Chapter 36*

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**Week 16 Video Modules: Semester wrap-up**

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**FINAL EXAM ADMINISTERED ON BLACKBOARD OPENS AT 9AM ON TUESDAY MORNING OF WEEK 16, CLOSES AT MIDNIGHT FRIDAY OF WEEK 16**

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**Professional Organizations**

Students are expected to become student members of the Florida Association for Infant Mental Health, Pinellas chapter. Membership is free to students. FAIMH sponsors local and statewide conferences annually, and maintains a website at: [http://www.faimh.org/](http://www.faimh.org/) that includes a variety of research-based and policy articles of interest, including Florida’s Strategic Plan for
Infant Mental Health, downloadable at http://www.faimh.org/2008IMHPlan.pdf. FAIMH is a state chapter of the World Association for Infant Mental Health (WAIMH), the umbrella organization that oversees the Infant Mental Health Journal and The Signal, a quarterly newsletter. The WAIMH holds a bi-annual Congress that meets at various sites around the world.

The other major organization concerned with Infant-Family Mental Health is ZERO TO THREE: National Center for Infants, Toddlers, and Families. ZERO TO THREE conducts an annual training institute, publishes clinically oriented books and training materials related to infancy, and publishes ZERO TO THREE, a quarterly practitioner-oriented journal of original articles. Students are expected to become thoroughly familiar with the ZTT website this semester and to be able to help families learn to navigate the site at the October 22 community event.

Journals Concerned with Infant and/or Infant-Family Mental Health

- ZERO TO THREE
  - Infant Mental Health Journal
  - Infancy
  - Infant Behavior and Development
  - Infancy and Early Education
  - Journal of Reproductive and Perinatal Psychology
  - Child Development
  - Developmental Psychology
  - Developmental Review
  - Family Process
  - Journal of Family Psychology

Selected Reference Volumes


**Graduate Curriculum Approval Form**

**New Course**

**Prefix and Number:** CLP 6xxx

**Title:** Cultural Competence

**Tracking Number (from 3-form)**

**Proposed Effective Term (i.e. Spring 2006):** Fall 20X3

**USF Institution:** USF St. Petersburg

**Initiating Faculty Name:** Vikki T. Gaskin-Butler

**Faculty Email:** vgaskinb@usfsp.edu

**College and Department (if applicable):** College of Arts and Sciences; Psychology

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Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.stp.usf.edu/spgrad/Faculty & Staff/Graduate Council.htm](http://www.stp.usf.edu/spgrad/Faculty & Staff/Graduate Council.htm).

Complete:

- ✔ the Graduate Curriculum Approval Form (this form)
- ✔ the printed copy of the new course information submitted online
- ✔ catalog copy showing revisions as a result of this course proposal

**Faculty Agreement:**

- ✔ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
- ✔ I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

**Concurrences:**

- ✔ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- ✔ I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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<tbody>
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**COLLEGE APPROVALS**

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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
Graduate Course Proposal Form Submission Detail **

Current Status:

Campus: St Petersburg

Submission Type: New

Course Change Information (for course changes only):

Comments:

1. Department and Contact Information

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<tr>
<td>James McHale</td>
<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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<td>6XXX</td>
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Is the course title variable? N
Is a permit required for registration? Y
Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Cultural Competence

Course Online? C
Percentage On Campus 0

Prerequisites
PSY 6XXX (proposed research methods course)
Corequisites

Course Description
Addresses core concerns of multicultural and cross-cultural psychology, with particular emphasis on research methodology, critical thinking, and applications of research.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

USFSP graduates hired to work in agencies providing direct clinical support, and case management, and research services, as well as pursuing further graduate education will need an understanding of multicultural and cross-cultural issues. The American Psychological Association requires all Psychologists to take courses in and become trained in cultural diversity in order to provide culturally competent care. This course would fulfill that requirement for students enrolled in our program

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent including at least one year field experience in working with diverse populations and research and/or one year clinical experience working with diverse populations.

4. Other Course Information

A. Objectives

To enable students to develop a broader understanding of culture, including the meanings of multicultural and cross-cultural psychology; to understand the key concepts and methods of multicultural and cross-cultural research; to understand enculturation, socialization, and the connection between biological psychology and multicultural issues; to understand developmental psychology in multicultural and cross-cultural perspective; to understand multicultural issues in social psychology as well as the role of culture in cognition; to understand how culture is impacted by gender, health, emotion, language and communication; to understand the relationship between culture and personality; to understand the relationship among culture,
abnormal psychology and the treatment of abnormal behavior; to understand the role of culture in individual identity, interpersonal and intergroup relationships, and organizations; to develop a general understanding of several multicultural populations in America, including African Americans, Asian Pacific Americans, Latino/a Americans, American Indians and Alaska Natives, and Multiracial Americans; and to enhance critical thinking skills related to multicultural and cross-cultural psychology.

B. Learning Outcomes

Demonstrate a sensitivity to and respect for cultural diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation, and cultural background. Demonstrate an understanding of key concepts in multicultural psychology and cross cultural psychology. Demonstrate an understanding of multicultural and cross-cultural research methods. Demonstrate an understanding of the connection between culture and biological, developmental, and social psychology. Demonstrate an understanding of the concerns of six multicultural populations living in America. Demonstrate an understanding of psychological issues of import in multicultural and cross-cultural contexts.

C. Major Topics

Multicultural and Cross-Cultural Psychology; Multicultural and Cross-Cultural Research Methods; Enculturation; Socialization; Biological Psychology; Developmental Psychology in Multicultural and Cross-Cultural Perspectives; Multicultural Issues in Social Psychology; the Role of Culture in Cognition; Gender, Health, Emotion, Language and Communication; Personality; Abnormal Psychology and the Treatment of Abnormal Behavior; the role of Culture in Individual Identity; Interpersonal and Intergroup Relationships, and Organizations; African Americans, Asian Pacific Americans, Latino/a Americans, American Indians and Alaska Natives, and Multiracial Americans.

D. Textbooks

E. Course Readings, Online Resources, and Other Purchases

Other articles and chapters may be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Grades for the course will be earned by completing assignments and class participation: Attendance/Participation (15%), Research Presentations (30%), Cultural Photo-Autobiography (15%), Portfolio (40%) including a presentation worth 10% and a portfolio worth 30%.

G. Assignments, Exams and Tests

Students will complete two research presentations related to course material covered in class. Students will also complete a cultural photo-autobiography which details their life history in cultural perspective. Students will also develop and present a portfolio that details how they will use the course material to work with a
multicultural or cross-cultural population.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfiveb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (USF) has established the following policy regarding religious observances: (http://usfiveb2.usf.edu/usfgc/gc1p/acadaf/9c10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by the assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 10 points for each day late. Members of the University community support high standards of individual conduct and human relations. Responsibility for one’s own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027 - The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to: http://generalcounsel.usf.edu/regulations/pdfs/usf3.027.pdf Academic integrity is the foundation of the University of South Florida system’s (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the
academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (c) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP

5. Course Concurrence Information

- if you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
Course Introduction

Issues of culture and diversity are of great concern in the field of psychology. This course will introduce students to the fields of multicultural psychology and cross-cultural psychology. Students will understand issues related to “cultural and minority status”... “in psychology, and the role of multicultural issues in mainstream research” (Pearson, 2011). Students will also be introduced to research about several cultural groups living in America and factors associated with their existence in America.

The proliferation of research in cross-cultural psychology enables the psychological community to think critically about “the validity of psychological processes across cultures” (Matsumoto & Juang, 2004, xv). Cross-cultural psychology focuses on the ways in which emotions, thoughts, and behaviors are influenced by culture. This course will enable students to develop a broad understanding of culture and psychology, with particular emphasis on multicultural and cross-cultural research methodology and critical thinking. Students will also gain an understanding of ethnocentrism, stereotypes, and enculturation as they relate to culture. In addition, students will develop an understanding of the impact of culture on basic psychological processes, developmental processes, gender, health, emotion, personality, abnormal psychology and the treatment of abnormal behavior, socialization and social behavior, and organizations.

Course Objectives

Students enrolled in this course will be expected to:

- Develop a broader understanding of culture
- Develop an understanding of the meanings of multicultural and cross-cultural psychology, including key concepts and methods of multicultural and cross-cultural research
- Understand enculturation and socialization
- Understand the connection between biological psychology and multicultural issues
- Understand developmental psychology in multicultural and cross-cultural perspective
- Understand multicultural issues in social psychology
- Understand the role of culture in cognition
- Understand how culture is impacted by gender, health, emotion, language and communication
- Understand the relationship between culture and personality
➢ Understand the relationship among culture, abnormal psychology and the treatment of abnormal behavior
➢ Understand the role of culture in individual identity, interpersonal and intergroup relationships, and organizations
➢ Develop a general understanding of several multicultural populations in America, including African Americans, Asian Pacific Americans, Latino/a Americans, American Indians and Alaska Natives, and Multiracial Americans
➢ Enhance critical thinking skills related to multicultural and cross-cultural psychology

Student Learning Outcomes

Upon completion of this course, the student should be able to:

➢ demonstrate a sensitivity to and respect for cultural diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation, and cultural background
➢ demonstrate an understanding of key concepts in multicultural psychology and cross-cultural psychology
➢ demonstrate an understanding of multicultural and cross-cultural research methods
➢ demonstrate an understanding of the connection between culture and biological, developmental, and social psychology
➢ demonstrate an understanding of the concerns of six multicultural populations living in America
➢ demonstrate an understanding of psychological issues of import in cross-cultural contexts

Required Texts:


Additional Required Readings will be posted on Blackboard.

Recommended Texts:


Website:

➢ Course-related assignments, discussion topics, announcements, etc. will be posted on the “My USF” website for this course. Students are required to check the course Blackboard regularly for course updates. Discussion questions or comments may also be posted on the “Discussions” section of “Course Content” on Blackboard. Students may access this site at https://my.usf.edu.

Audio/Video Recording:

➢ Please be advised that notes and video/audio recording of this course are not permitted for the purpose of sale.

Personal Computers and Cell Phones:

➢ Use of personal computers during class is only allowed for the purpose of taking notes and/or completing coursework required in this course. Student use of personal computers for
purposes other than the aforementioned reasons will result in a loss of participation points on
the date of such use and the prohibition of using a personal computer for the duration of the
course.
➢ Use of cell phones is prohibited. Use of cell phones during class will result in a loss of
participation points and the student will be asked to leave the class.

Course Requirements and Evaluation/Grading Policy

1. Attendance and Participation (15%)

Attendance and participation are required for all class sessions. Students are expected to arrive to class on
time. In order to receive credit for attending a class session, students must be present for the entire class.
Missing more than one class will result in a lowered grade. When a student misses class, he or she is
expected to discuss missed course material with at least three classmates prior to consulting the professor.
After consulting with classmates, the student may discuss additional concerns with the professor.

Students are required to actively participate in class because class participation increases students’
comprehension of course materials. Therefore, it is expected that each student read the assigned reading
prior to each class session. Students should come to class prepared to discuss the reading with classmates.

2. Research Presentations (30%)

Students will be required to read, write a summary of, and present on two research articles related to course
content. Each student will choose two dates on which to present. Each research article must relate to the
course content (i.e., topic of assigned reading) on the date chosen. Students will sign up for presentation
dates using the “Groups” feature on Blackboard. An electronic copy of the summary/annotation of the
chosen articles is due to Safe Assign (on Blackboard) before class on the date of the presentation. Students
must also turn in a printed copy of the summary/annotation on the date of the presentation.

3. Cultural Photo-Autobiography (15%)

Each student is required to create a photo-autobiography related to her/his own culture, paying particular
attention to how his/her culture impacts his/her psychological perspective. A description of this assignment is
posted on Blackboard.

4. Portfolio (40%)

Each student will create a portfolio of how he/she might use the information learned in this course to work
with a particular multicultural and/or cross-cultural population. Each student will complete a presentation on
his/her research during one of the last two weeks of class. This assignment must incorporate research related
to each area of multicultural and cross-cultural research covered in class. A description of this assignment is
posted on Blackboard. The portfolio is due to Safe Assign by 5:00 p.m. on the date of the scheduled final
exam. There will be no in class final examination.

➢ Grades for the course will be earned by completing assignments and class participation.

  o Attendance/Participation 15 percent
  o Research Presentations 30 percent
  o Cultural Photo-Autobiography 15 percent
  o Portfolio 40 percent
    • Presentation 10 percent
- Portfolio 30 percent

<table>
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<td>A</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>85 - 89</td>
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<td>B</td>
<td>80 - 84</td>
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<td>C+</td>
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<td>Failure/academic dishonesty</td>
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</table>

- **S/U Policy**
  Students who desire to take this course on an S/U basis must negotiate a contract in writing within the first three weeks of class (by XXXX).

- **Incomplete Grade Policy**
  An “I” (Incomplete) grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

- **Late Assignment Policy**
  Late assignments will not be accepted. Late exams will not be accepted.

- **Absence Policy**
  Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice (by XXXX) of the date(s) to the professor, in writing.

- **Accommodation Policy**
  Students with documented learning and/or physical disabilities (including psychiatric disabilities) in need of accommodation are encouraged to work with Student Disability Services and inform the instructor about any special requirements. All reasonable efforts will be made to accommodate students with documented disabilities.

- **Academic Honesty Policy**
  It is expected that all students will give their best effort in completing course requirements. Therefore, cheating will not be tolerated. If a student is caught cheating the student will receive an F on the assignment, and possibly an F in the course. The student may also be suspended from the University. For further information on Academic Integrity, students are encouraged to review the University’s policy on academic integrity.

- **Academic Assistance**
  Students will use APA citation format for writing assignments. That is, students must cite references in text and in reference lists, when necessary, using APA format. For additional assistance with course writing requirements and using APA style, please contact the Academic Success Center located in TER 301 or call (727) 873-4632 for more information. In addition, please utilize the APA Publication Manual of The Concise Manual of APA Style for all style questions.

- **Library Assistance**
For additional assistance with the research requirements for the course, please contact the reference librarian located in POY 129 or call (727) 873-4081.

**Course Schedule**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity/Reading/Assignment Due</th>
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<tr>
<td>Week 1</td>
<td><em>Introductions</em></td>
<td>Syllabus</td>
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<td>Syllabus</td>
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<td></td>
<td>What is Multicultural Psychology?</td>
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<td>Week 2</td>
<td><em>What is Multicultural Psychology</em>, cont'd*</td>
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<td>What is Cross-Cultural Psychology?</td>
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<td>Week 3</td>
<td>Multicultural &amp; Cross-Cultural Research Methods</td>
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<td>Week 4</td>
<td><em>Enculturation</em></td>
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<td>Biological Psychology</td>
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<td>Week 5</td>
<td><em>Culture and Developmental Psychology</em></td>
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<td>Week 6</td>
<td><em>Culture and Cognition</em></td>
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<td>Social Psychology</td>
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<td>Week 7</td>
<td><em>Culture and Gender</em></td>
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<td>African Americans</td>
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<td>Week 8</td>
<td><em>Culture and Health</em></td>
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<td>Asian Pacific Americans</td>
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<td>Week 9</td>
<td><em>Culture and Emotion</em></td>
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<td>Latina/o Americans</td>
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<td>Week 10</td>
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<td>American Indians and Alaska Natives</td>
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<td>Week 11</td>
<td><em>Culture and Personality</em></td>
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<td>Multiracial Americans</td>
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<td>Week 12</td>
<td><em>Culture, Abnormal Psychology and the</em></td>
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<td>Treatment of Abnormal Behavior*</td>
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<td>Week 13</td>
<td>Cultural Competence</td>
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<td>Week 14</td>
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<td>Week 16</td>
<td>Portfolio Due</td>
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**Course schedule subject to change at the discretion of the instructor.**
Prefix and Number: PSY 6XXX

Title: Developmental Disabilities and other Disorders of Childhood and Adolescence

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Tiffany Chenneville, Ph.D.

Faculty Email: chennevi@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.spsr.usf.edu/](http://www.spsr.usf.edu/).

Complete:
- [ ] the Graduate Curriculum Approval Form (this form)
- [ ] the printed copy of the new course information submitted online
- [ ] catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
- [ ] I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
- [ ] I confirm my understanding that once approved the course syllabus must comply with the USF System Provost's Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:
- [ ] I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- [ ] I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

---

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<td>Tiffany Chenneville</td>
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<td>Dept. Chair (if applicable)</td>
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*Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to...*
Graduate Course Proposal Form Submission Detail **

Current Status:
Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):
Comments:

1. Department and Contact Information

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<tr>
<th>Contact Person</th>
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<tr>
<td>James McHale</td>
<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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<tr>
<td>CLP</td>
<td>6XXX</td>
<td>Develop Disabilities/Disorders of Childhood and Adolescence</td>
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Is the course title variable? N
Is a permit required for registration? N
Are the credit hours variable? N

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<th>Section Type</th>
<th>Grading Option</th>
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<tr>
<td>3</td>
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<td>R</td>
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Abbreviated Title (30 characters maximum)
Dev Disabilities Child & Adole

Course Online? C
Percentage On Campus 0

Prerequisites
Corequisites

Course Description
This graduate level course is designed to provide students with a foundation in concepts and research in the scientific study of developmental disabilities and other disorders of childhood and adolescence.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course will be part of the course sequence for the new graduate program in Psychology currently being proposed for USFSP. At USF St. Petersburg, the largest undergraduate major is Psychology. In surveys of our advanced majors, nearly 90% indicate their intention to pursue advanced graduate study in Psychology and other health-related disciplines. No USF System institution offers a terminal master's program in psychology. USF Tampa's doctoral programs in Psychology do not have enough seats available to handle demand within the USF system (admitting an average of 10-15 students annually from a wide range of applicants nationally and internationally). Finding few other options in the region, most USFSP graduates look to specialized certificate programs or online Masters degrees. The USF System has historically lost out on the opportunity to provide training for the large cohort of qualified students from both USFSP and other regional universities within and outside the USF system who desire graduate training and would benefit from a masters-level education. The proposed MA in Psychology meets that demand. It also occupies a unique niche in the USF system; there is no terminal Masters in Psychology within the USF System and so no duplication. While the emphases of the proposed MA in General Psychology at USFSP shares both some similarities and some unique features relative to other programs in the state, perhaps to the point that is that none of the three other terminal MA programs serve the Tampa Bay area. This is particularly relevant because the Tampa Bay area has the second-largest combined population of infants and young children in the state; Risk, Resilience and Prevention (RRP) was identified as one of the two main tracks to be offered because thorough grounding in research methodology and in health applications equips program graduates with competencies needed by Bay Area health and human agencies that serve children and families (which together with industry and education, are the primary work settings for psychology professions with masters degrees). With respect to the assumption that students will enroll in the program if offered, our surveys of advanced majors indicate that applications for graduate study will be robust. Our program will offer an option for talented USFSP undergraduate psychology majors identified during their sophomore or junior year to gain early entry into the MA program on a combined program. Admitted USFSP undergraduate students would complete four of the five required Year 1 core courses during their junior and senior years, and will complete the fifth required Year 1 course during the summer following graduation. This will enable them to enter into their second year in the MA
program the following fall after graduating with the BA in Psychology. At two Fall 2011 meetings of the USF St. Petersburg Psychological Science Organization, which drew 22 and 35 attendees, respectively, over 90% of those polled indicated that they would find great interest in a combined 3+2 and 4+1 option. For B.A. students admitted to the two-year M.A. program, we would anticipate drawing from USF system schools, Eckerd College, St. Petersburg College, and other area institutions that do not offer a terminal masters degree in Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent including at least one year field experience in a clinical, community, or school setting working with children or adolescents with disabilities or mental disorders.

4. Other Course Information

A. Objectives

This graduate level course is designed to provide students with a foundation in concepts and research in the scientific study of developmental disabilities and other disorders of childhood and adolescence. Particular emphasis will be placed on the following: (1) basic conceptual and research issues in classification and diagnosis; (2) the features of the most common developmental disabilities and disorders of childhood and adolescence; (3) and research findings concerning the causes and correlates of these disabilities and disorders.

B. Learning Outcomes

Upon completion of this course, students should be able to: (1) demonstrate awareness of the fundamental issues associated with classification and diagnosis to include but not limited to issues related to reliability and validity, the influence of cultural norms and practices, the importance of adequate training, and the impact of an evolving field and emerging technologies on diagnostic strategies and classification systems; (2) describe the five level diagnostic system used by the Diagnostic and Statistical Manual of Mental disorders Fourth Edition Text Revision (DSM-IV-TR) to classify illnesses and disorders; (3) demonstrate awareness of the research methods used to study developmental disabilities and other disorders of childhood and adolescence; (4) describe the features of mental retardation and demonstrate awareness of research findings concerning the causes and correlates of this disorder; (5) describe the features of pervasive developmental disorders to include but not limited to Autism, Aspergers Disorder, Retts Disorder, and Child Disintegrative Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (6) describe the features of
learning and communication disorders to include but not limited to Reading Disorder, mathematics disorder, Disorder of Written Expression, Expressive Language Disorder, and Stuttering, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (7) describe the features of behavior disorders to include but not limited to Attention Deficit Hyperactivity Disorder, Conduct Disorder, and Oppositional Defiant Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (8) describe the features of tic disorders to include but not limited to Tourette's Syndrome, Transient Tic Disorder, and Stereotypic Movement Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (9) describe the features of attachment disorders to include but not limited to Attachment Disorder and Separation Anxiety Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorder; (10) describe the features of feeding/eating disorders to include but not limited to Pica, Rumination Disorder, Anorexia, and Bulimia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (11) describe the features of encopresis and enuresis, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (12) describe the features of mood disorders to include but not limited to Depression, Dysthymia, Bipolar Disorder, Cyclothymia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (13) describe the features of anxiety disorders to include but not limited to Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Panic Disorder, and Specific Phobia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders; (14) demonstrate an awareness of the importance and methods of differential diagnosis; and, (15) summarize the ethical issues confronted by those working in fields directly or indirectly related to children and adolescents with developmental disabilities or other disorders.

C. Major Topics


D. Textbooks

E. Course Readings, Online Resources, and Other Purchases

F. Student Expectations/Requirements and Grading Policy

Students will be expected to meet the course learning outcomes in a variety of ways:
Weekly Journal (20% of grade)  
Class Project and Presentation (25% of grade)  
Exams (25% of grade)  
Final Exam (20% of grade)  
Participation (10% of grade)  

Grading scale:
97-100 A+  
94-96 A  
90-93 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+  
74-76 C  
70-73 C-  
67-69 D+  
64-66 D  
60-63 D-  
59 or below F

Note: grades will not be rounded up.

G. Assignments, Exams and Tests

Weekly Journal: Students are expected to complete a journal entry each week. Each entry should contain two parts: (1) a paragraph summarizing the content of at least one of the assigned readings and (2) a description of the student analysis, reactions, evaluation, responses, and questions. For example, students may wish to (1) choose some part of the reading that they were intrigued by and discuss why; (b) choose some part of the reading that they agree with and discuss why; (c) choose some part of the reading that they do not agree with and discuss why; or (d) present questions raised by the readings. Each journal entry should be no longer than 2 pages and can be shorter. Journal entries must be typed and double spaced.

Class Project and Presentation (25% of grade): Students will be assigned a topic from the list provided on the syllabus during the first few weeks of class. Students will be expected to complete a 10-page paper on this topic and conduct a 30-minute presentation in class. The paper and presentation will be due on the date the topic is being discussed in class according to the course schedule outlined in the syllabus. A grading rubric will also be provided in class.

Exams (25%): A portion of the grade will be computed based on exam scores. Five exams will be given throughout the semester. Each exam is worth 100 points. Exams are not cumulative and may consist of multiple-choice and short answer questions covering material from the preceding two to four lectures and assigned readings. Exams will be administered via Blackboard and will be posted for one week. There will be no make-up exams. Students will have 1 hour and 15 minutes to complete each exam with a point deducted for each minute exceeding the time limit.

Final Exam (20%): A portion of the grade will be based on a comprehensive final take home exam to be distributed on the last day of class and will be due via email one week later. Students will be given a case study and then asked to (a) make a diagnosis using the 5 level system of the DSM-IV-TR and (B) describe research findings concerning the causes and correlates of the disorder diagnoses, citing references as appropriate. References may include required readings from this course as well as from other sources. A grading rubric will be provided with your exam. The final exam (i.e. case analysis) must be typed and formatted according to APA Publication Manual, 6th Edition.

Participation (10%): Students are expected to attend class and participate in class discussions and activities.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research,
thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation - Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

There will be no make-up exams allowed. An "I" grade may be awarded at the discretion of the instructor. An "I" grade indicates incomplete coursework and may be awarded only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. Members of the University community support high standards of individual conduct and human relations. Responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the University. USF St. Petersburg reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the University or impair the welfare or freedom of other members of the University community. Disciplinary procedures are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Student Conduct Code. Refer to USF 6.0021, Student Code of Conduct at http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf Academic Integrity of Students Reference: USF Regulation USF 3.027 - The following is the portion of the Regulation pertaining to graduate students. To read the entire regulation, go to: http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf Academic integrity is the foundation of the University of South Florida system's (University/USF) commitment to the academic honesty and personal integrity of its University community. Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. The following policies and procedures apply to all students, instructional faculty and staff who participate in administration of academic classes, programs and research at the University of South Florida. This regulation asserts fairness in that it requires notice to any student accused of a violation of academic integrity and provides a directive for discussion between the instructor and student to seek a fair and equitable resolution. If a fair resolution is not accomplished in this discussion, this regulation allows the student continued rights of due process under the academic grievance procedures based upon the preponderance of the evidence. The policies

described below are the only policies and procedures that govern violations of academic integrity at the University and supersede any previous policies or regulations. Violations of Academic Integrity: Undergraduate and Graduate Behaviors that violate academic integrity are listed below, and are not intended to be all inclusive. (a) Cheating, (b) Plagiarism, (c) Fabrication, Forgery and Obstruction, (d) Multiple Submissions, (e) Complicity, (f) Misconduct in Research and Creative Endeavors, (g) Computer Misuse, (h) Misuse of Intellectual Property Violations and Sanctions for Graduate Students: An F or Zero grade on the subject paper, lab report, etc., An F in the course activity in which credit may be earned, An FF in the course (leading to expulsion from the University, Academic dismissal for any violations of academic dishonesty policies or regulations. Possible revocation of the degree or graduate certificate following a thorough investigation.

J. Program This Course Supports

Proposed MA in Psychology, USFSP

5. Course Concurrence Information

While this course is designed for graduate students in the Masters degree program in Psychology currently being proposed, the content may be suitable of of interest to graduate students in other programs in the Colleges of Arts and Sciences and Education (e.g., special education).

- If you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
COURSE SYLLABUS
Developmental Disabilities and other Disorders of Childhood and Adolescence
CLP 6xxx, Section xxx
University of South Florida St. Petersburg
College of Arts and Sciences
Fall 2013

Professor: Tiffany Chenneville, Ph.D.
Department: Psychology
Office: DAV 117
Hours: TBA
Phone: 727-873-4585
Fax: 727-873-4526
E-mail: chennevi@mail.usf.edu
Class Time/Place: TBA

Teaching Assistant: TBA
Office: 100 5th Avenue South, Suite 200
Hours: TBA
E-mail: TBA

Required Textbooks and/or Materials:

Required Textbooks


Required Readings

TBD
**Required Resources Available Online**


*Please note that additional readings may be required and will be made available/accessible by the professor. Students should bring assigned readings to each class in order to allow for the review and analysis of materials.*

**Course Requirements:**

Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam and other issues, the professor will not be accountable for emails sent from non-USF accounts.

**Course Description:**

This graduate level course is designed to provide students with a foundation in concepts and research in the scientific study of developmental disabilities and other disorders of childhood and adolescence. Particular emphasis will be placed on the following: (1) basic conceptual and research issues in classification and diagnosis; (2) the features of the most common developmental disabilities and disorders of childhood and adolescence; (3) and research findings concerning the causes and correlates of these disabilities and disorders.

**Student Learning Outcomes:**

Upon completion of this course, students should be able to:

1. Demonstrate awareness of the fundamental issues associated with classification and diagnosis to include but not limited to issues related to reliability and validity, the influence of cultural norms and practices, the importance of adequate training, and the impact of an evolving field and emerging technologies on diagnostic strategies and classification systems.
2. Describe the five level diagnostic system used by the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition-Text Revision (DSM-IV-TR) to classify illnesses and disorders.
3. Demonstrate awareness of the research methods used to study developmental disabilities and other disorders of childhood and adolescence.
4. Describe the features of intellectual disabilities and demonstrate awareness of research findings concerning the causes and correlates of these disorders.
5. Describe the features of pervasive developmental disorders to include but not limited to Autism, Asperger's Disorder, Retts Disorder, and Child Disintegrative Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

6. Describe the features of learning disabilities and communication disorders to include but not limited to Reading Disorder, Mathematics Disorder, Disorder of Written Expression, Expressive Language Disorder, and Stuttering, and demonstrate awareness of research findings concerning the causes and correlates of these types of disabilities.

7. Describe the features of behavior disorders to include but not limited to Attention Deficit Hyperactivity Disorder, Conduct Disorder, and Oppositional Defiant Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

8. Describe the features of tic disorders to include but not limited to Tourette's Syndrome, Transient Tic Disorder, and Stereotypic Movement Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

9. Describe the features of attachment disorders to include but not limited to Attachment Disorder and Separation Anxiety Disorder, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

10. Describe the features of feeding/eating disorders to include but not limited to Pica, Rumination Disorder, Anorexia, and Bulimia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

11. Describe the features of encopresis and enuresis, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

12. Describe the features of mood disorders to include but not limited to Depression, Dysthymia, Bipolar Disorder, Cyclothymia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.

13. Describe the features of anxiety disorders to include but not limited to Generalized Anxiety disorder, Obsessive Compulsive Disorder, Panic Disorder, and Specific Phobia, and demonstrate awareness of research findings concerning the causes and correlates of these types of disorders.


15. Summarize the ethical issues confronted by those working in fields directly or indirectly related to children and adolescents with developmental disabilities or other disorders.

**Evaluation and Grading:**

You will be asked to demonstrate the above learning outcomes in a variety of ways, which are described in detail below.

**Weekly Journal (20% of grade):**

You are expected to complete a journal entry each week. Each entry should contain two parts: (1) a paragraph summarizing the content of at least one of the assigned readings and (2) a description of your analysis, reactions, evaluation, responses, and questions. For example, with regard to the second part, you may want to (a) choose some part of the reading that intrigued you and discuss why; (b) choose some part of the reading that you agree with and discuss why; (c) choose some part of the reading that you do not agree with and discuss why; or (d) present
questions raised by the readings. Please remember that part of the purpose of this activity is to ensure you are prepared for class and to support discussion. Each journal entry should be no longer than two pages (and can be shorter). Journal entries must be typed and double spaced. Journal entries are due at the beginning of each class and will be graded on a pass/fail basis. Late entries will not be accepted.

Class Project and Presentation (25% of grade):
You will be assigned a topic from the list on the last page of the syllabus during the first few weeks of class. You will be expected to complete a 10-page paper on this topic and conduct a 30-minute presentation in class. Your paper and presentation will be due on the date the topic is being discussed in class according to the Course Schedule outlined in the this syllabus. For example, if you are assigned to the topic of "Behavior Disorders", then your paper and presentation will be due on October 11th. More information about this project and a grading rubric will be provided in class.

Exams (25% of grade):
A portion of your grade will be computed based on exam scores. Five exams will be given throughout the semester. Each exam is worth 100 points. **If you miss an exam for any reason, you will receive a score of zero.** Exams are not cumulative and may consist of multiple-choice and short answer questions covering material from the preceding two to four lectures and assigned readings. You will be responsible for information covered in class and in the textbook and assigned readings. This will include information contained in class lectures, classroom discussions and activities, and out of class assignments. Please note that exams will be administered on Blackboard. Exams will be posted on Blackboard for one week. Exams will not be administered outside of the dates (before or after) listed in the course syllabus. **There will be no make-up exams. You will receive a score of zero if you do not take an exam.** You will have 1 hour and 15 minutes to complete each exam. One point will be deducted from your grade for each minute exceeding the time limit.

Final Exam (20% of grade):
A portion of your grade will be computed based on a comprehensive final take-home exam to be distributed on the last day of class and will be due via email to me one week later on December 6th. You will be given a case study, and you will be asked to (a) make a diagnosis using the 5 level system of the DSM-IV-TR and (b) describe research findings concerning the causes and correlates of the disorder diagnoses, citing references as appropriate. References may include required readings from this course as well as other sources. A grading rubric will be provided with your exam. Your completed final exam (i.e., case analysis) must be typed and formatted according to the APA Publication Manual (6th Edition). **Without exception, you will receive a zero if your final exam is not received by midnight on December 6th.**

Participation (10% of grade):
You are expected to attend class and participate in class discussions and activities. You should come to class prepared to discuss assigned readings.
Grading Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
</tbody>
</table>

*Please note that grades will not be rounded up*

Course Policies

The policies listed below are intended to create an environment conducive to learning whereby respect is maintained between and among the professor and students. Failure to comply with these policies will be handled on an individual basis and may result in disciplinary action.

**Academic Accommodations.** Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

**Academic Integrity.** Behaviors that are contrary to University standards will not be tolerated. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student found guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

**Cell Phones.** Students are expected to turn off cell phones and pagers during class.

**Laptops.** Use of laptops is not permitted during class.

**Classroom Behavior.** Students are expected to academically engage during class. Behavior that is not relevant to learning course material will not be tolerated (e.g., sleeping during class, engaging in irrelevant conversations with classmates, completing work for other courses). Students who engage in such behavior may be asked to leave the classroom and will lose participation points.

**Classroom Discussion.** Students will be encouraged to participate in relevant classroom discussion. In order to maintain an orderly environment, it is important that students demonstrate respect toward each other during classroom discussions. Students are expected to listen to others while they are speaking and to limit unnecessary interruptions.

**Classroom Notes and Tapes.** Class lectures may be recorded with the permission of the professor. However, neither class notes, nor tapes may be used for purposes other than studying or otherwise enhancing class performance. Under no circumstances may class notes or tapes be sold.
Diversity. Students are expected to be respectful of one another. Diverse opinions are welcome. It is important for students to maintain sensitivity to cultural differences and alternative lifestyles.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Preparation. Students are expected to complete assigned readings and assignments by their due date, and students are expected to come to class prepared to participate in classroom discussions and activities.

Punctuality. Students are expected to arrive to class and to return from break on time.

Religious Preference Absence Policy. Students who anticipate being absent from class due to the observation of a major religious observance and do not want the absence(s) to count against their participation grade must provide advance written notice of the date(s) to the professor.

Course Schedule:

Please note the following is a tentative schedule. Topics and exam dates may change. Any changes to the syllabus will be announced in class. Class attendance and punctuality are required, and it is the responsibility of students to be aware of any changes to the syllabus.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction/Overview Developmental Disabilities</td>
<td>TBA</td>
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<tr>
<td>August 23rd</td>
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<tr>
<td>Week 2</td>
<td>Fundamental Issues of Classification &amp; Diagnosis</td>
<td>TBA</td>
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<tr>
<td>August 30th</td>
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<tr>
<td>Week 3</td>
<td>Understanding the DSM-IV-TR</td>
<td>TBA</td>
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<tr>
<td>September 6th</td>
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<tr>
<td>Week 4</td>
<td>Research Methods in Developmental Disabilities/Disorders of Childhood</td>
<td>TBA</td>
</tr>
<tr>
<td>September 13th</td>
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<tr>
<td>Take Exam #1 on Blackboard between September 13th at xxpm and September 20th at xxpm</td>
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<tr>
<td>Week 5</td>
<td>Intellectual Disabilities</td>
<td>TBA</td>
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<tr>
<td>September 20th</td>
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<tr>
<td>Week 6</td>
<td>Pervasive Developmental Disorders</td>
<td>TBA</td>
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<td>September 27th</td>
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<tr>
<td>Week 7</td>
<td>October 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Learning Disabilities and Communication Disorders</td>
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<tr>
<td><strong>Take Exam #2 on Blackboard between October 4&lt;sup&gt;th&lt;/sup&gt; at xxpm and October 11&lt;sup&gt;th&lt;/sup&gt; at xxpm</strong></td>
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<tr>
<td>Week 8</td>
<td>October 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Behavior Disorders</td>
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<tr>
<td>Week 9</td>
<td>October 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tic Disorders</td>
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<tr>
<td>Week 10</td>
<td>October 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Attachment Disorders</td>
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<tr>
<td><strong>Take Exam #3 on Blackboard between October 25&lt;sup&gt;th&lt;/sup&gt; at xxpm and November 1&lt;sup&gt;st&lt;/sup&gt; at xxpm</strong></td>
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<tr>
<td>Week 11</td>
<td>November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Feeding/Eating Disorders</td>
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<tr>
<td>Week 12</td>
<td>November 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Encopresis &amp; Enuresis</td>
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<tr>
<td><strong>Take Exam #4 on Blackboard between November 8&lt;sup&gt;th&lt;/sup&gt; at xxpm and November 15&lt;sup&gt;th&lt;/sup&gt; at xxpm</strong></td>
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<tr>
<td>Week 13</td>
<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mood Disorders</td>
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<tr>
<td>Week 14</td>
<td>November 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Anxiety Disorders</td>
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<tr>
<td><strong>Take Exam #5 on Blackboard between November 22&lt;sup&gt;nd&lt;/sup&gt; at xxpm and November 29&lt;sup&gt;th&lt;/sup&gt; at xxpm</strong></td>
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<tr>
<td>Week 15</td>
<td>November 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Differential Diagnosis</td>
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<tr>
<td>Final Exam</td>
<td>Week December 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Exam (Case Study Analysis) Due</td>
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**Intellectual Disabilities**

- Pervasive Developmental Disorders
  - Autism
  - Asperger's Disorder
  - Retts Disorder
  - Childhood Disintegrative Disorder

**Learning Disabilities and Communication Disorders**

- Reading Disorder
- Mathematics Disorder
- Disorder of Written Expression
- Expressive Language Disorder
- Stuttering

**Behavioral Disorders**

- Attention Deficit Disorder
- Conduct Disorder
- Oppositional Defiant Disorder

**Tic Disorders**

- Tourette's Syndrome
- Transient Tic Disorder
- Stereotypic Movement Disorder

**Attachment Disorders**

- Attachment Disorder
- Separation Anxiety Disorder

**Feeding Disorders**

- Pica
- Rumination Disorder
- Anorexia
- Bulimia

**Mood Disorders**

- Depression
- Dysthymia
- Bipolar Disorder
- Cyclothymia

**Anxiety Disorders**

- Generalized Anxiety Disorder
- Obsessive Compulsive Disorder
- Panic Disorder
- Specific Phobia

**Encopresis & Enuresis**
Graduate Course Proposal Form Submission Detail **

**Edit This Proposal** (password required)

Current Status:

**Campus:** St Petersburg

**Submission Type:** New

**Course Change Information (for course changes only):**

**Comments:**

1. **Department and Contact Information**

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<td>7278734848</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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**Abbreviated Title (30 characters maximum)**

Work with Families of Infants

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**Prerequisites**

PSY 6XXX – Infant-Family Mental Health (awaiting assignment of grad CCN); SOW 6xxx –

Working with Systems of Care to Benefit Infants and Toddlers (awaiting assignment of grad CCN)

Corequisites

Course Description
Addresses principles and emerging promising practices for intervening to promote coparenting of children aged 0-3 in nuclear, fragile, extended and kinship families; high conflict post-divorce families; military families; and other diverse family systems.

3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

USFSP graduates hired to work in agencies providing direct clinical support, and case management services to families of infants and toddlers have no educational background in infant-family mental health. There is hence a training gap for Pinellas County that would be addressed by this course and the certificate program in which it will ultimately be included. Agencies may also collaborate with granting bodies to have current personnel complete the course. Currently, no existing psychology or health science course offered at USFSP or in the USF system explicitly focuses on infant-family mental health, despite the critical need for a workforce capable of understanding and working successfully with infants, toddlers, and their families in settings such as primary health care, early care & education, foster care, & home-visiting services.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent including at least one year field experience in family theory and therapy and family research and/or one year clinical experience with infant mental health and development.

4. Other Course Information

A. Objectives
1. To promote understanding of the family systems basis for intervening with multiple adult family caregivers to support and strengthen family functioning during pregnancy, infancy, and early childhood. 2. To promote understanding of ethical issues, practice dilemmas and solutions common to dyadic, triadic/family and multi-family group interventions designed to strengthen coparental and family group functioning in diverse family systems.

B. Learning Outcomes

1. Unique family dynamics evinced during the first three years of life among families in different life circumstances (e.g. families involved with child welfare, military families, extended kinship families, post-divorce families) and their relationship to infant and toddler development and adjustment. 2. The central thrust of effective coparenting work with such families and children, including the conceptual framework and intervention modalities that underpin effective family-strengthening work 3. Expectable challenges and ways to think about and manage those challenges to promote optimal infant and toddler adjustment. 4. Counter-transference and other issues that can influence effective work on behalf of such infants and their families. 5. Ethical practice in working with diverse family systems.

C. Major Topics

Systemic Principles and Family Assessment; Cultural Considerations in Working with Families of Infants and Toddlers; Preventive Interventions for Nuclear and Fragile Families; Effectively Engaging Fathers; Group Interventions for Couples with Young Children; Family Consultations: Using the Lausanne Trilogue Play; Working with Families of Children with Developmental Delays and Disabilities; Working with Extended and Kinship Families; Working with the Modern United States Military Family; Working with Families where Domestic Violence has been an Issue; Working with Families where Parents Abuse Substances; Working with Families where Infants and Toddlers are in Non-Kin Foster Care; Working with Post-Divorce Family Systems

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

Other articles and policy papers, and video, may be assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to view all modules in sequence and read all assigned chapters and other assigned readings by posted due dates. Grade is based on several short reaction papers and discussion board posts (33%); One examination (33%); and one case-based final paper (33%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests
Reaction papers/discussion board posts: After selected modules students will either complete a short assignment or reaction paper specified by the instructor and guest presenters, or post comments, ideas or questions about what they are reading and replies to at least two posts from other students in the course; Midterm Exam (100 points total): A multiple-choice licensing exam-style midterm will cover material drawn from the McHale/Lindahl text and class lectures, conversations and powerpoints. Case-Based Final Paper: The final cumulative case paper will require students to analyze in-depth a novel infant-family case study applying principles and concepts from classes and readings.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfge/ocg%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfge/gc_pp/acada/t/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5 points for each day late.

J. Program This Course Supports

Psychology, USFSP

5. Course Concurrence Information

Certificate program in Infant-Family Mental Health (proposal, fall 2011); Master’s of Arts in General Psychology (proposal, fall 2011);
THE FOLLOWING COURSE HAS ALREADY BEEN APPROVED AS A COURSE IN THE
GRADUATE CERTIFICATE PROGRAM

COURSE SYLLABUS

CLP xxxx: Working with Families of Infants and Toddlers (Online)
University of South Florida St. Petersburg
Department of Psychology, College of Arts & Sciences

Instructor: James P. McHale, Ph.D.
Department: Psychology
Office: Davis 249
Office hours: By appointment
Phone: 727-873-4963 (for urgent or time-sensitive matters, please use e-mail)
Email: jmcchale@mail.usf.edu

Required Textbooks and/or Materials:

Required Textbook:


2. Other articles, policy papers, and videos may be assigned by the instructor

Class Description:

The Working with Families of Infants and Toddlers course is a module-based, distance-learning course focusing on principles of prevention and intervention with diverse family systems. Its objective is to help students understand the theoretical bases of effective family strengthening efforts in infant mental health. It will examine dyadic, triadic, family group, and multi-parent or multi-family group interventions and their applications in family-strengthening work with nuclear and fragile families, extended and kinship families, post-divorce families, biological-foster family systems coparenting infants, and other common family forms. The distinctively unique feature of this course is its signature emphasis on conceptualizing and understanding the coparenting and complex family relationship dynamics that support infant and toddler development in cultural context.

The prerequisite for this course is CLP 6XXX – Infant-Family Mental Health, completed with a grade of “C” or better (not “C-“).

Elements of the course will include module-based presentations, online student discussion of key readings and film clips, analysis of case studies, and other relevant activities. Recurrent themes will include ethical considerations in the work, innovative assessment approaches, critical analysis of existing evidence-supported prevention and intervention approaches, and attention to evolving new and innovative preventive and intervention approaches more specifically designed to strengthen coparental functioning. Material will be presented both in traditional lecture format, and in a set of video-taped “conversations” between the instructor and both local and national...
experts in the field of coparenting and family intervention which afford in-depth coverage of both the conceptual foundations and real-life pragmatics of case work with diverse families.

Each conversation lays out (a) major life issues of families being discussed that week (e.g., families involved with child welfare, military families, extended kinship families, post-divorce families) and their relationship to infant and toddler development and adjustment; (b) the central thrust of effective coparenting work with such families and children, including the conceptual framework and intervention modalities that underpin effective family-strengthening work; (c) common challenges and ways to think about and manage those challenges to promote optimal infant and toddler adjustment; (d) an illustrative case that showcases the points discussed in (a), (b), and (c); and (e) reflections from the speakers about counter-transference and other issues that can influence effective work on behalf of such infants and their families.

**Student Learning Outcomes:**

**Student Learning Outcomes, Assessed in Case Study Analysis, Discussions, and by Examination:**

Demonstrate knowledge and understanding of selected theory, research and practical applications of:

1. Unique family dynamics evinced during the first three years of life among families in different life circumstances (e.g. families involved with child welfare, military families, extended kinship families, post-divorce families) and their relationship to infant and toddler development and adjustment.
2. The central thrust of effective coparenting work with such families and children, including the conceptual framework and intervention modalities that underpin effective family-strengthening work.
3. Expectable challenges and ways to think about and manage those challenges to promote optimal infant and toddler adjustment.
4. Counter-transference and other issues that can influence effective work on behalf of such infants and their families.
5. Ethical practice in working with diverse family systems.

**Evaluation and Grading:**

Students are expected to view all modules in sequence and read all assigned chapters and other assigned readings by posted due dates. Grade is based on several short reaction papers and discussion board posts (33%); one examination (33%); and one case-based final paper (33%). All work must be submitted by posted due dates. Students will demonstrate their attainment of the above learning outcomes in a variety of ways, described below.

**Reaction papers/discussion board posts (150 points):** After selected modules students will either complete a short assignment or reaction paper specified by the instructor and guest presenters, or post comments, ideas or questions about what they are reading and replies to at least two posts from other students in the course. For assignments involving posts, the main post
must occur no later than 12-noon on Wednesday of that week. Each student must then post a reply to at least two responses, questions or ideas raised by classmates by 11:59pm on Friday of that same week. Each post shall be thoughtful and contribute a minimum of 100 but no more than 200 words. When the assignment is a reaction paper, it must contour to the specifics outlined by the instructor or guest lecturer. Word limits and page lengths will vary by assignment and must be adhered to; evaluation will be based on a rubric designed to insure all key points of the assignment were properly and thoughtfully addressed.

Midterm Exam (100 points total): A multiple-choice licensing exam-style midterm will cover material drawn from the McHale/Lindahl text and class lectures, conversations and powerpoints. The exam is administered through Blackboard. You will have 2 ½ hours within a window of one full week to complete the exam, but the test must be taken in one sitting. There will be no make-up exam under any circumstances and no opportunities to re-link into the exam if it is not completed in the sitting in which it has been started. Moreover, one point will be deducted from your grade for each minute exceeding the 150-minute time limit. NB: students will receive a score of zero if they do not take the midterm at all, or do not finish it by the posted closing date and time.

Case-Based Final Paper (150 points): The final cumulative case paper will require students to analyze in-depth a novel infant-family case study applying principles and concepts from classes and readings. Evaluation will be based on a rubric designed to insure all key points of the assignment were properly and thoughtfully addressed.

Grading Policy - Assignment of letter grades:
Letter grades for the course will be assigned using this formula:
90-100% A (360-400 points)
80-89% B (320-359 points)
70-79% C (280-319 points)
60-69% D (240-279 points)
below 60% F (239 points and below)

Because grades will be determined on an absolute basis, with no pre-set number of “A”s, “B”s, etc., students are not in competition with one another for grades.

Course Policies:
Access to Blackboard/USF email account. Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam controls, the professor will not be accountable for emails sent from non-USF accounts.

Academic Accommodations. Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services.
(OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

**Academic Integrity.** Behaviors that are contrary to University standards have no place in this course. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

**Attendance Policy.** It is expected that students will be logged into the Blackboard site for at least 3 hours a week in order to view videos and participate in discussions.

**Incomplete Grade Policy.** An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

**Preparation and Make-Up Work.** Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5 points for each day late. As indicated above, there is no make-up for the final exam.

**Recordings of the class.** All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

**Religious Preference Absence Policy.** Students who anticipate being absent from class due to the observation of a major religious observance and do not want the absence(s) to count against their participation grade must provide advance written notice of the date(s) to the professor by the second class meeting. (see [http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm](http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm))

**S-U Policy:** S-U contracts must be negotiated in writing the first three weeks of the term.

**Course Schedule:**

**Week 1 Modules:**

*Module 1: Systemic Principles and Family Assessment I and II*

*Module 2: Cultural Considerations in Working with Families of Infants and Toddlers*

*Module 3: Effectively Engaging Fathers in Diverse Families*

*Readings: McHale & Lindahl: Chapters 1, 2, 3, 6 & 7*

**Discussion Forum**

**Week 2 Modules:**

*Module 1: Preventive Interventions for Two-Parent Nuclear Families*

*Module 2: Preventive Interventions for Fragile Families*

*Module 3: Group Interventions for Committed Couples with Young Children*
**Readings:** McHale & Lindahl: Chapter 4, 8 & 9; Articles authored by the Cowan research team (see below)

**Reaction Paper**

**Week 3 Modules:**

Module 1: Working with Extended and Kinship Families

Module 2: Family Consultations: Using the LTP

**Readings:** McHale & Lindahl: Chapter 3, 10

**Discussion Forum**

****MID-TERM EXAM ADMINISTERED ON BLACKBOARD OPENS AT 9AM ON FRIDAY MORNING OF WEEK 3, CLOSES AT MIDNIGHT MONDAY OF WEEK 4**

**Week 4 Modules:**

Module 1: Working with Families of Children with Developmental Delays and Disabilities

For Module 2, students are to become familiar with The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) and with the National Early Intervention Longitudinal Study (NEILS); Briefings and other reports can be found at [http://www.NECTAC.org/partc/partc.asp](http://www.NECTAC.org/partc/partc.asp)

**Module 2: Working with the Modern United States Military Family**

For Module 2, students are to research and become familiar with relevant flyers and podcasts on the Relationships page of militaryonesource.com. An assignment will take as its basis the student’s working familiarity with this site, which can be found at: [http://www.militaryonesource.com/MOS/FindInformation/Category.aspx?NoCookieCTI=1&CategoryId=140](http://www.militaryonesource.com/MOS/FindInformation/Category.aspx?NoCookieCTI=1&CategoryId=140)

**Module 3: Working with Families where Domestic Violence has been at Issue**

**Readings:**

**Reaction Paper**

**Week 5 Modules:**

Module 1: Working with Families where Parents Abuse Substances

Module 2: Working with Families where Infants and Toddlers are in Non-Kin Foster Care

**Readings:** Zeanah: Chapter 31; McHale & Lindahl: Chapters 11 & 12


**Discussion Forum**

**Week 6 Modules:**

Module 1: Working with Post-Divorce Family Systems
**Module 2: Semester Wrap-Up and Review**

**FINAL CASE STUDY ANALYSIS must be uploaded to Blackboard by FRIDAY, 5pm**

**Reading List**

The reading list below supplements assigned chapters from the McHale and Lindahl text and assigned weblinks. Inherent in graduate-level coursework is the concept that the student will search out additional readings in efforts to expand their knowledge in specific areas. Such additional independent scholarship should be integrated into your writing assignments this semester.


Prefix and Number: EXP 6930

Title: Topics in Experimental Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Summer 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Christina Salnaitis

Faculty Email: csalnaitis@usfsp.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.sspst.usf.edu/sgrad/Faculty & Staff/Graduate Council.htm](http://www.sspst.usf.edu/sgrad/Faculty & Staff/Graduate Council.htm).

Complete:
- X the Graduate Curriculum Approval Form (this form)
- N/A the printed copy of the new course information submitted online (in USF System inventory, new to USFSP)
- X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:
- ☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
- ☐ I confirm my understanding that once approved the course syllabus must comply with the USF System Provost's Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:
- ☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- ☐ I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
Graduate Course Proposal Form Submission Detail **

(password required)

Current Status:

Campus: St Petersburg

Submission Type: New

Course Change Information (for course changes only):

Comments:

1. Department and Contact Information

   Tracking Number   Date & Time Submitted
   2607                2011-10-04

   Department    College    Budget Account Number
   Psychology    AP          125500

   Contact Person    Phone    Email
   Christina Salnaitis  7278738848  csalnaitis@usfsp.edu

2. Course Information

   Prefix   Number   Full Title
   EXP 6930 Topics in Experimental Psychology

   Is the course title variable?   N
   Is a permit required for registration?   Y
   Are the credit hours variable?   N

   Credit Hours  Section Type  Grading Option
   3            C            R

   Abbreviated Title (30 characters maximum)
   Topics in Experimental Psychology

   Course Online?  Percentage On Campus
   No              100%

6. Prerequisites
7. Corequisites
8. Course Description
Study of cognition from the neuropsychological perspective with focus on the areas of attention, perception, memory, and executive functioning. Cases of brain damage or disorders will be compared with theories of normal cognition to provide a balanced understanding of the nature of cognition.

9.
10. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new master’s program in General Psychology

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This is an elective course for the master’s program in General Psychology.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent including in Cognitive Psychology

11. Other Course Information

A. Objectives

1. To promote understanding of multiple perspectives in cognitive psychology, including experimental and neuropsychological approaches to understanding various forms of cognition.

B. Learning Outcomes

1) Students will construct multiple explanations for cognitive phenomena. 2) Students will critique articles according to a standard rubric. 3) Students will synthesize multiple articles, and write a research proposal on a topic of their interest. 4) Students will present their research proposal.

C. Major Topics
Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 5% for each day late.

J. Program This Course Supports

Master's in Psychology, USFSP

12. Course Concurrence Information

Master's of Arts in General Psychology (proposal, fall 2011);
Visual attention and perception; memory; problem-solving and reasoning; executive function

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

Other articles as assigned by the instructor.

F. Student Expectations/Requirements and Grading Policy

Students are expected to attend class and read all assigned chapters and other assigned readings prior to class. Grade is based on quizzes (15%), exams (31%), research proposal (16%), research presentation (8%), research portfolio (8%), in-class participation (10%), and labs (12%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Exams (300 points): Students will take four exams throughout the semester. The content of the exams will come from both the readings and the class lessons. The fourth and final exam will be comprehensive. The first three exams will be worth 60 points each and the final will be worth 120 points.

Quizzes (140 Points): Students will take 10-question multiple-choice quizzes after the completion of each chapter. There will be seven quizzes. Each quiz will be worth 20 points for a total of 140 points.

Research Proposal (100 Points): The paper will include a title page, abstract, introduction and proposed methods and analysis, and references, as well as tables/figures/graphs (limit of five) if necessary. It should be between 3,000-4,000 words in length (not including tables/figures/graphs) and include 10 or more references.

Research Portfolio (75 Points): The portfolio will document the progress of the research proposal throughout the entire semester. The portfolio will consist of various portions of the proposal broken down into mini-assignments kept in a 3-ring binder.

Research Presentation (40 Points): Students will present their research proposal orally to the class using poster presentation format typical of conference presentations.
In-Class Participation (100 Points): At least one article will be assigned for reading each lesson. Students will be responsible for reading the entire article and preparing a verbal response to the article involving a summary of the introduction, methods, results, and discussion. In addition, students will critique the article for methodological flaws, flaws in the author's interpretation or hypotheses, alternative explanations for the findings, suggestions for future research, and any questions or other comments students would like to pose to the class. Students will be required to produce responses at least 10 times through the semester and each response will be worth 10 points.

Labs (200 Points): As a class, students will be participating in classic experimental studies to demonstrate basic cognitive theories. Students will aggregate the data, analyze the data, and produce a short lab write-up of the results. The labs will be in the format of an APA research paper, in which students will write an introduction, methods, results, and discussion. Each lab should be less than 1,000 words in length. There will be 6 labs each worth 20 points.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfreg/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfreg/gc_pp/acadaf/gc16-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

I. Policy on Make-up Work
EXP 6930: Topics in Experimental Psychology  
Department of Psychology  
University of South Florida St. Petersburg  

COURSE SYLLABUS

Instructor:  
Office:  
Phone:  
E-Mail:  
Office Hours:  

Term:  
Class Meeting Days:  
Class Meeting Hours:  
Class Location:  
Course Credits:  3

I. Course Overview

This class will provide you with an advanced understanding of the nature of cognition through an integration of theories of normal cognition and case studies of brain damage. Coverage will include the following areas of cognition: attention, perception, memory, and executive function.

II. Course Objectives

1) Students will construct multiple explanations for cognitive phenomena.  
2) Students will critique articles according to a standard rubric.  
3) Students will synthesize multiple articles, and write a research proposal on a topic of their interest.  
4) Students will present their research proposal.

III. Course Prerequisites

Having completed the research core sequence will greatly benefit you as you will be writing up research papers based on laboratory experiments. A basic class in cognition will assist you as well.

IV. Required Texts and Materials


*Articles will be assigned for nearly every lesson and you are expected to read them. These articles will be posted on blackboard weekly.
V. Exams, Article Critiques, and Project Assignments

Exams (300 points): You will have multiple opportunities to demonstrate your learning, one of which is the traditional multiple-choice exam format. You will take four exams throughout the semester (see course schedule below for approximate dates). The content of the exams will come from both the readings and the class lessons, and these two sources of information will not perfectly overlap. The fourth and final exam will be comprehensive, covering what you have learned through the entire semester. The first three exams will be worth 60 points each and the final will be worth 120 points.

Quizzes (140 Points): You will be taking brief multiple-choice quizzes after the completion of each chapter. See the course schedule for the dates of each quiz. There will be seven quizzes. Each quiz will be worth 20 points for a total of 140 points.

Research Proposal (100 Points): Throughout the semester you will take part in the process of designing a research project. You will pick a topic of interest to you based in part on the readings. You will then read articles about your topic and begin to formulate a question to address, and design a study to discover the answer to your question. You should follow APA style guidelines in formatting your paper. The paper will include a title page, abstract, introduction and proposed methods and analysis, and references, as well as tables/figures/graphs (limit of five) if necessary. It should be between 3,000-4,000 words in length (not including tables/figures/graphs) and include 10 or more references.

Research Portfolio (75 Points): You will be turning in a portfolio that will document the progress of your research proposal throughout the entire semester. Your portfolio will consist of various portions of your proposal broken down into mini-assignments kept in a 3-ring binder. The nature of the assignments will be discussed as the semester progresses. You are expected to bring your portfolio to class regularly.

Research Presentation (40 Points): You will present your research proposal orally to the class. A grading rubric will be provided to you to ensure you are prepared to earn maximum points.

In-Class Participation (100 Points): At least one article will be assigned for reading each lesson. You will be responsible for reading the entire article and preparing a verbal response to the article involving a summary of the introduction, methods, results, and discussion. In addition, you should critique the article for methodological flaws, flaws in the author’s interpretation or hypotheses, alternative explanations for the findings, suggestions for future research, and any questions or other comments you would like to pose to the class. Student names will be randomly drawn for discussion, and you must be present in class and provide an articulate response to earn points. You are encouraged to offer your thoughts even if you are not called upon in a given class to do so. You will be required to produce responses at least 10 times through the semester and each response will be worth 10 points. You may not make up missed points for absences or unpreparedness; however, you are expected to demonstrate improvement in your article critiquing skills across the semester.

Labs (200 Points): As a class, you will be conducting research on yourselves to demonstrate basic cognitive theories. These demonstrations will allow you to understand what it is like to measure cognition by devising hypotheses to test theories. You will be aggregating the data of your classmates, analyzing the data, and producing a short lab write-up of the results. You labs will be in the format of an APA research paper, in which you will write an introduction, methods, results, and discussion. Each lab should be less than 1,000 words in length. There will be 6 labs each worth 20 points.
VI. Basis for Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
<td>31%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>140</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>150</td>
<td>16%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>75</td>
<td>8%</td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>75</td>
<td>8%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Labs</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>960</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale (%)

| 90-100 | A  |
| 80-89  | B  |
| 70-79  | C  |
| 60-69  | D  |
| 0-59   | F  |

VII. Grade Dissemination

Graded tests and materials in this course will be reviewed during class but will not be returned to you in order to maintain test security, with the exception of your portfolio. You can access your scores at any time electronically. Written grades may take up to a week or more before they can be graded and reviewed during class.

VIII. Course Policies: Grades

Late Work Policy: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Assignments turned in late will be assessed a penalty: 5% for each day it is turned in late and will not be accepted if overdue by more than seven days. Turning in work late is preferable to not turning in the work at all.

Extra Credit Policy: You may earn up to three percentage points of your grade by participating in any research experiments that are occurring in the department or by writing a reaction paper to an article of your choice. For every two pages you write, you could earn 1% point, and every half hour you participate in a study is considered 1% point. You may complete any combination of these two options that you wish. You may also write on more than one article. For example, you could write three pages on one article and three pages on another, or you could three two-page papers or one six-page paper.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
IX. Course Policies: Technology and Media

Email: I will generally respond to email within a 72 hour period excluding weekends.

Laptop Usage: Use of laptop for classroom purposes to enhance learning is acceptable. Email, social media, and the like are not to be open during class. You must respect other students' learning environment and not present a distraction to others or to myself.

Classroom Devices: Please inform me if you need the use of language dictionaries during class or examinations. Cell phones are not considered a classroom device, and are therefore prohibited unless there is an emergency. See the professionalism policy below.

Copyright: All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

X. Course Policies: Student Expectations

Attendance Policy: Regular and on-time attendance is expected. If you must be absent, you are expected to inform me of the reason for your absence and coordinate with other students to obtain notes.

Religious Observances: Students who must miss class due to a major religious holiday must provide notice of the date(s) to me, in writing, by the second class meeting. Exams may be made up for absences due this purpose.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the Student Handbook. Violations will result in a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

XI. Student Resources

Disability Access: Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services before requesting accommodations from the professor. Accommodations can be made for students who provide documented need for extra time or other assistance in taking exams. The student is obligated to provide this request at least two weeks in advance of the exam so special arrangements can be made.
## Course Schedule (Note: The Schedule is subject to revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed in Class</th>
</tr>
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<tbody>
<tr>
<td>8/22/11</td>
<td>1</td>
<td>Read Groome pages 1-20</td>
<td>Introduction and Review of the Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review of Experimental Methods</td>
</tr>
<tr>
<td>8/29/11</td>
<td>2</td>
<td>Read Groome pages 97-113</td>
<td>Synaesthesia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study readings for 8/22</td>
<td>Blindsight and Spatial Neglect</td>
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<tr>
<td></td>
<td></td>
<td>Portfolio Assignment 1 Due</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>9/5/11</td>
<td>3</td>
<td>Holiday (No Classes)</td>
<td>Visual Agnosia</td>
</tr>
<tr>
<td>9/12/11</td>
<td>4</td>
<td>Read Groome pages 113-127</td>
<td>Prosopagnosia</td>
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<td></td>
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<td>Study readings for 8/29 through 9/12</td>
<td>Quiz 2</td>
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<tr>
<td>9/19/11</td>
<td>5</td>
<td>Study class notes and all assigned readings from 8/22</td>
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<tr>
<td>9/26/11</td>
<td>6</td>
<td>Read Groome pages 132-179</td>
<td>Nature of Memory</td>
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<td></td>
<td></td>
<td>Study readings for 9/26</td>
<td>Implicit and Explicit Memory</td>
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<td></td>
<td></td>
<td>Lab 2 Due</td>
<td>Memory in Everyday Life</td>
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<td>Portfolio Assignment 3 Due</td>
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<tr>
<td>10/3/11</td>
<td>7</td>
<td>Read Groome pages 182-198</td>
<td>Multi-store Model of Memory</td>
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<tr>
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<td>Study readings for 10/3</td>
<td>Working Memory Model</td>
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<td>Lab 3 Due</td>
<td>Long-term Working Memory</td>
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<td>Portfolio Assignment 4 Due</td>
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<tr>
<td>10/17/11</td>
<td>8</td>
<td>Read Groome pages 200-233</td>
<td>Types of Amnesia</td>
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<tr>
<td></td>
<td></td>
<td>Study readings for 10/17</td>
<td>Other Memory Disorders and Rehabilitation</td>
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<td>Lab 4 Due</td>
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<td>Portfolio Assignment 5 Due</td>
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<td>10/28/11</td>
<td>9</td>
<td>Study class notes and all assigned readings from 9/26</td>
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<tr>
<td>10/31/11</td>
<td>10</td>
<td>Read Groome pages 236-261</td>
<td>Approaches to Problem-Solving</td>
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<tr>
<td></td>
<td></td>
<td>Read Groome pages 264-269</td>
<td>Analogy and Reasoning</td>
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<tr>
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<td>Study readings for 10/31</td>
<td>Approaches to Reasoning</td>
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<td></td>
<td>Lab 5 Due</td>
<td>Anatomy and Historical Clinical Cases</td>
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<td>Portfolio Assignment 6 Due</td>
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<tr>
<td>11/7/11</td>
<td>11</td>
<td>Read Groome pages 269-288</td>
<td>Attention and Thinking Disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study readings for 11/7</td>
<td>Impaired Strategy Formation</td>
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<tr>
<td></td>
<td></td>
<td>Lab 6 Due</td>
<td>Conceptual Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Proposal and Portfolio Due</td>
<td></td>
</tr>
<tr>
<td>11/18/11</td>
<td>12</td>
<td>Study class notes and all assigned readings from 10/26</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>11/21/11</td>
<td>13</td>
<td>Presentations</td>
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<tr>
<td>11/28/11</td>
<td>14</td>
<td>Presentations</td>
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<tr>
<td>12/17/11</td>
<td>15</td>
<td>The Final is Cumulative, it covers the entire semester</td>
<td>Final Exam</td>
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Prefix and Number: SOP 6266

Title: Topics in Social Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2014

USF Institution: USF St. Petersburg

Initiating Faculty Name: Mark Pezzo

Faculty Email: pezzo@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.stot.usf.edu/soqrad/Facultv & Staff/Graduate Council.htm.

Complete:

X the Graduate Curriculum Approval Form (this form)
X the printed copy of the new course information submitted online
X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

X I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy (http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm).

Concurrences:

X I confirm that this course does not impact other departments/programs, so no concurrence is needed.
X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
Graduate Course Proposal Form Submission Detail **

(current status)

Current Status:
Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):
Comments:

1. Department and Contact Information

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<tr>
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<tr>
<td>Psychology</td>
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<td>12550</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Pezzo</td>
<td>7278734020</td>
<td><a href="mailto:pezzo@mail.usf.edu">pezzo@mail.usf.edu</a></td>
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1. Course Information

<table>
<thead>
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<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tbody>
<tr>
<td>SOP</td>
<td>6266</td>
<td>Topics in Social Psychology</td>
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Is the course title variable? N
Is a permit required for registration? N
Are the credit hours variable? N

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>C</td>
<td>R</td>
</tr>
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</table>

Abbreviated Title (30 characters maximum)
Topics in Social Psychology

Course Online?
C

Percentage On Campus
0

Prerequisites

Corequisites


**Course Description**

This course examines theory and research in social psychology. We will cover both "classic" issues in modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research). Social ps

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**1. Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

**Needed for new program/concentration/certificate**

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course serve?

USFSP graduates hired to work in agencies providing direct clinical support, and case management, and research services, as well as pursuing further graduate education will need an understanding of the dynamics of social influence, social perception and social interaction. The This course will enable students to explore in depth the complexities of social behavior through synthesis of recent trends, emerging perspectives, and cutting edge research.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience iue necessary to teach this course? (List minimum qualifications for the instructor.)

---

**1. Other Course Information**

A. Objectives

This course examines theory and research in social psychology. We will cover both "classic" issues in modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research). Social psychology has grown so large that it is impossible to cover all topics, even when focusing on very recent work. Consequently, the coverage of the course is somewhat selective. Students will examine readings that represent interesting, important, and relevant research.

B. Learning Outcomes

1. Discipline Knowledge: a. Outcome: Demonstrate sufficient understanding of a particular (focused) area of social psychology to be able to integrate it with research interests to design a new study and present it b. Measure: End of the semester research proposal c. Target: 80% of the students will receive an 80% on the paper (which means that they met 80% of the criteria).

2. Critical Thinking: a. Outcome: Demonstrate ability to think critically about the experiments described in the reading assignment b. Measure: Reaction paper on assigned readings for each
class period. Target: 80% of the students will receive an 80% on the paper (which means that they met 80% of the criteria). 3. Communication: a. Outcome: Demonstrate ability to communicate ideas learned in the class to others. b. Measure: Each student will lead a discussion of the weekly readings, and fellow students will rate the presenter on a number of dimensions (preparation, oral and visual presentation, interest, clear/concise, etc) c. Target: 80% of the students will receive an 80% on the their presentation (which means that they met 80% of the criteria).

C. Major Topics

The Self; Social Cognition; Social Perception; Attitudes & Persuasion; Social Influence/Social Norms; Interpersonal Attraction, Close Relationships; Stereotyping; Prejudice, Discrimination; Prosocial Behavior; Aggression; Conflict and Cooperation

D. Textbooks


E. Course Readings, Online Resources, and Other Purchases

There will be articles and/or chapters assigned each week. Readings will be placed on electronic reserve through Blackboard.

F. Student Expectations/Requirements and Grading Policy

COURSE FORMAT An essential component of this course is active class participation. The hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that students complete the assigned weekly readings before class. Class Attendance: Being a graduate course, class attendance is expected, but not required. Students who miss class are expected to demonstrate knowledge of the course material covered while absent. Each class will explore a different broad theme in social psychology. The intention (and because this is the first time the faculty member has taught the course, the intentions may change) is to spend the first hour or so of each class presenting a brief lecture on relevant theory and research on the day’s topic. Then, in the remaining time, the class will discuss the readings – their strengths and weaknesses, persuasiveness, gaps in the literature, implications, and so on. The hope is that class discussions will be loose, open, and lively. Students should all feel free to stray from the specific material to discuss broader related issues and are expected to take a very active role in leading discussions. This means coming to class prepared (e.g., reading the assigned chapter and articles, jotting down discussion questions and topics). To encourage class discussion everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (you’ll get two free passes). GRADING Your final grade will be derived in equal proportions from your performance in the following three areas: Midterm (1/3), Final (1/3), Class Participation (1/3). Grades will be made on the plus/minus scale. will be made on the plus/minus scale.

G. Assignments, Exams and Tests
CLASS PARTICIPATION Class participation is an essential part of this course. A good portion of each class will be spent in discussion, and you are expected to contribute. Try to come to class prepared with ideas, comments, and questions based on the readings of the week. There are three components of class participation on which the participation grade will be based: general participation, discussion leading, and weekly thought papers. Discussion Leading: In addition to expected informal weekly class participation, you will also be assigned to lead one class discussion during the semester (with 1 or 2 others, depending on the size of the class). Each week, there are assigned readings (one or two per week) in addition to the chapter from the Fiske text. Most of these readings are empirical journal articles, some are chapters, and a few are readings from the popular press. Each week, a student will lead about one hour of the classroom session focused on the article(s) for that week. The assignment of discussion leaders will be divided during the first class session. In their presentation, students will be required to supply any handouts; they may also wish to prepare audio-visual aids. Students may be as creative as they like and may even wish to bring in outside material to further the discussion. Thought Papers: A portion of your participation grade will come from weekly thought papers. To encourage class discussion, everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (individuals will get two free passes). These will be due at the end of each class period (no exceptions). Content: There are few constraints on how individuals can approach the thought papers. The primary purpose of these commentaries is to prepare for class discussion. So, included in the commentaries may be interesting questions sparked by the readings, methodological issues, holes in the literature, implications of the research, links to other areas of psychology, etc. Basically, anything that will spur engaging class discussion is welcomed. EXAMS There will be two equally-weighted three hour essay examinations. The first exam (Oct. 13) will cover material from the first half of the course, and the second exam will occur during finals week and will cover the second half of the course (non-cumulative).

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email
messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

1. Policy on Make-up Work

Being a graduate course, class attendance is expected, but not required. Students are responsible for demonstrating knowledge about material covered in the missed class.

J. Program This Course Supports

Psychology, USFSP

1. Course Concurrence Information

- if you have questions about any of these fields, please contact chinescobb@grad.usf.edu or jocw@grad.usf.edu.
SOP 6266
TOPICS IN SOCIAL PSYCHOLOGY
COURSE SYLLABUS

Fall, 2014
Course location:
Course time:
Instructor:
Office:
Office hours:
Email address:
Phone:

REQUIRED READINGS:
Text:
New York: Wiley.
Supplemental readings:
There will be articles and/or chapters assigned each week. Readings will be placed on electronic reserve through Blackboard.

COURSE DESCRIPTION AND OBJECTIVES:
This course examines theory and research in social psychology. We will cover both “classic” issues in modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research). Social psychology has grown so large that it is impossible to cover all topics, even when focusing on very recent work. Consequently, the coverage of the course is somewhat selective. We’ll examine readings that represent interesting, important, and relevant research.

COURSE FORMAT
An essential component of this course is active class participation. My hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that you complete the assigned weekly readings before class.

Class Attendance: Being a graduate course, class attendance is expected, but not required. If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class.

Each class will explore a different broad theme in social psychology. My intention (and because this is the first time I’ve taught the course, my intentions may change) is to spend the first hour or so of each class presenting a brief lecture on relevant theory and research on the day’s topic. Then, in the remaining time, we will discuss the readings – their strengths and weaknesses, persuasiveness, gaps in the literature, implications, and so on. My hope is that class discussions will be loose, open, and lively. We should all feel free to stray from the specific material to discuss broader related issues. Students are expected to take a very active role in leading discussions.
This means coming to class prepared (e.g., reading the assigned chapter and articles, jotting down discussion questions and topics). To encourage class discussion everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (you’ll get two free passes).

**GRADING**
Your final grade will be derived in equal proportions from your performance in the following three areas: Midterm (1/3), Final (1/3), Class Participation (1/3). Grades will be made on the plus/minus scale.

**CLASS PARTICIPATION**
Class participation is an essential part of this course. A good portion of each class will be spent in discussion, and you are expected to contribute. Try to come to class prepared with ideas, comments, and questions based on that week’s readings. There are three components of class participation on which your participation grade will be based: general participation, discussion leading, and weekly thought papers.

**Discussion Leading:**
In addition to expected informal weekly class participation, you will also be assigned to lead one class discussion during the semester (with 1 or 2 others, depending on the size of the class). Each week, I have assigned readings (one or two per week) in addition to the chapter from the Fiske text. Most of these readings are empirical journal articles, some are chapters, and a few are readings from the popular press. Each week, a student will lead about one hour of the classroom session focused on the article(s) for that week. We’ll divide the assignment of discussion leaders during the first class session. In their presentation, students will be required to supply any handouts; they may also wish to prepare audio-visual aids. You may be as creative as you like, and you may even wish to bring in outside material to further the discussion.

**Thought Papers:**
A portion of your participation grade will come from weekly thought papers. To encourage class discussion, everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (you’ll get two free passes). These will be due at the end of each class period (no exceptions). Content: There are few constraints on how you can approach your thought papers. The primary purpose of these commentaries is to prepare you for class discussion. So, you might include in your commentaries interesting questions sparked by the readings, methodological issues, holes in the literature, implications of the research, links to other areas of psychology, etc. Basically, I’m looking for anything that will spur engaging class discussion.

**EXAMS**
There will be two equally-weighted three hour essay examinations. The first exam (Oct. 13) will cover material from the first half of the course, and the second exam will occur during finals week and will cover the second half of the course (non-cumulative).
POLICY ON RELIGIOUS OBSERVANCES
If you anticipate being absent from class due to a major religious observance, please provide notice of the date(s) to me, in writing, by the second class meeting.

NOTE TAKING AND RECORDING
You are encouraged to take notes on the lectures/discussions and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution.

SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td>Introduction</td>
<td>Fiske, Ch. 1</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>The Self</td>
<td>Fiske, Ch. 5; Brewer (1991)</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Social Cognition</td>
<td>Fiske, Ch. 4; Norenzayan &amp; Nisbett (2000)</td>
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<td></td>
<td></td>
<td>Optional: Gladwell (2003)</td>
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<tr>
<td>Sept. 16</td>
<td>Social Perception</td>
<td>Fiske, Ch. 3; Gilbert, Pelham, &amp; Krull (1988)</td>
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<td>Optional: Gilbert, Pelham, &amp; Krull (1988)</td>
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<tr>
<td>Sept. 23</td>
<td>Attitudes &amp; Persuasion</td>
<td>Fiske, Ch. 6; Strahan, Spencer, &amp; Za nna (2002)</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Social Influence/Social Norms</td>
<td>Fiske, Ch. 13; Cialdini, Renc, &amp; Kallgren (1990)</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Interpersonal Attraction</td>
<td>Fiske, Ch. 7; Li, Bailey, Kenrick, &amp; Linsenmeier (2002)</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>MIDTERM</td>
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</tr>
<tr>
<td>Oct. 21</td>
<td>Close Relationships</td>
<td>Fiske, Ch. 8; Murray, Holmes, &amp; Griffin (1996)</td>
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<tr>
<td>Oct. 28</td>
<td>Groups</td>
<td>Fiske, Ch. 12; Pickett (2001)</td>
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<td>Optional: Gladwell (2002)</td>
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<tr>
<td>Nov. 4</td>
<td>Stereotyping, Prejudice, Discrimination</td>
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<tr>
<td></td>
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<td>Fiske, Ch. 11; Monin &amp; Miller (2001)</td>
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<td>Optional: Steele (2002)</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>No Class (?) Veteran’s Day</td>
<td></td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Prosocial Behavior</td>
<td>Fiske, Ch. 9; Holmes, Miller, &amp; Lerner (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Batson &amp; Thompson (2001)</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Aggression</td>
<td>Fiske, Ch. 10; Cohen, Vandello, &amp; Rantilla (1998)</td>
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<tr>
<td></td>
<td></td>
<td>Optional: Anderson &amp; Bushman (2000)</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Conflict and Cooperation</td>
<td>Axelrod (1984)</td>
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<td></td>
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<td>Miller &amp; Prentice (1999)</td>
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<td></td>
<td></td>
<td>Dovidio, Gaertner, Kawakami (2003)</td>
</tr>
<tr>
<td>Dec. 7-13</td>
<td>Finals Week</td>
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</tbody>
</table>
SUPPLEMENTAL READINGS:

Note: Readings with * are optional, but try to at least skim them.

Aug 26: Introduction
(No readings)

Sept 2: The Self

Sept 9: Social Cognition

Sept 16: Social Perception/Social Inference/Attributions

Sept 23: Attitudes and Persuasion

Sept 30: Social Influence/Social Norms

Oct 7: Interpersonal Attraction

Oct 14: MIDTERM

Oct 21: Close Relationships

Oct 28: Groups

Nov 4: Stereotypes, Prejudice, & Discrimination

Nov 11: NO CLASS
Nov 18: Prosocial Behavior

Nov 25: Aggression

Dec 2: Conflict & Cooperation

Dec 9: Final Exam

Learning Outcomes

1. Discipline Knowledge:
   a. Outcome: Demonstrate sufficient understanding of a particular (focused) area of social psychology to be able to integrate it with research interests to design a new study and present it
   b. Measure: End of the semester research proposal
   c. Target: 80% of the students will receive an 80% on the paper (which means that they met 80% of the criteria).

2. Critical Thinking:
   a. Outcome: Demonstrate ability to think critically about the experiments described in the reading assignment
b. Measure: Reaction paper on assigned readings for each class period

c. Target: 80% of the students will receive an 80% on the paper (which means that they met 80% of the criteria).

3. Communication:

a. Outcome: Demonstrate ability to communicate ideas learned in the class to others.

b. Measure: Each student will lead a discussion of the weekly readings, and fellow students will rate the presenter on a number of dimensions (preparation, oral and visual presentation, interest, clear/concise, etc)

c. Target: 80% of the students will receive an 80% on the their presentation (which means that they met 80% of the criteria).
**Graduate Curriculum Approval Form**

**New Course**

Prefix and Number: CLP 6937

Title: Grant Writing

Tracking Number (from 3-form):

Proposed Effective Term (i.e. Spring 2006): Summer 2014

USF Institution: USF St. Petersburg

Initiating Faculty Name: James McHale

Faculty Email: jmchale@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.stpt.usf.edu/spgrad/Faculty & Staff/Graduate Council.htm](http://www.stpt.usf.edu/spgrad/Faculty & Staff/Graduate Council.htm).

Complete:

- X the Graduate Curriculum Approval Form (this form)
- N/A the printed copy of the new course information submitted online (in USF System inventory, new to USFSP)
- X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

- ☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course. (new to USFSP only)
- X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost's Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:

- ☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.
- X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

<table>
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<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Initiating Faculty</td>
<td>James McHale</td>
<td>☑</td>
<td>Approve □ Disapprove □ Comments Attached</td>
<td>1/29/11</td>
</tr>
<tr>
<td>Dept. Chair (If applicable)</td>
<td>James McHale</td>
<td>☑</td>
<td>Approve □ Disapprove □ Comments Attached</td>
<td>1/29/11</td>
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<tr>
<td>COLLEGE APPROVALS</td>
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<tr>
<td>Chair, College Curriculum Committee</td>
<td></td>
<td>☑</td>
<td>Approve □ Disapprove □ Comments Attached</td>
<td>11/29/11</td>
</tr>
<tr>
<td>Chair, College Council</td>
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<tr>
<td>College Dean/Associate Dean</td>
<td></td>
<td>☑</td>
<td>Approve □ Disapprove □ Comments Attached</td>
<td>11/29/11</td>
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<tr>
<td>Concurrence</td>
<td>Dept:</td>
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<td>Chair:</td>
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<td>1/29/11</td>
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<tr>
<td>Graduate Council Chair or Designee</td>
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<tr>
<td>USF St. Petersburg Graduate Studies</td>
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</tbody>
</table>

* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
COURSE SYLLABUS

CLP 6937: Grant Writing (Hybrid Online/Face-To-Face; Summer B)

University of South Florida St. Petersburg

Department of Psychology, College of Arts & Sciences

Instructor:

Department: Psychology

Required Textbooks and/or Materials:

No text is required. Course assignments will require that students become familiar with electronic sites including grants.gov and with RFPs from multiple agencies, including NIH. Supplemental handouts will also be made available online.

Class Description:

This course addresses advanced skills and techniques necessary for writing successful research grant proposals.

This is a hybrid class. The first two-thirds of the semester involves independent research and writing, viewing of online course modules, and engagement with students through online posts and discussion. The last third of the course involves in-class presentations of completed work and participation in an NIH-style review panel. These multiple methods and media and hands-on creation of new products have been designed to present the course content and facilitate student attainment of course objectives.

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Describe the steps in preparation and submission of grant proposals;
2. Investigate foundation and public sources for grant funding;
3. Develop a proposal that addresses a public health issue or intervention;
4. Identify grant writing pitfalls and successful grant writing techniques;

Evaluation and Grading:

Students are expected to view all modules in sequence and complete all assignments by posted due dates. Grade is based on a concept paper (12.5%), a funding source paper (12.5%), a budget draft (12.5%), a final proposal (37.5%), a proposal presentation (12.5%), and a proposal critique and participation on a simulated grant review panel (12.5%). Students will demonstrate their attainment of the above learning outcomes in a variety of ways, described below.
1. **Concept Paper 25 points**

Concept papers represent a succinct presentation of the introduction, statement of need/significance, objectives, and basic approach for your proposed project. Writing a clear and concise concept paper is a valuable first step toward the development of a full grant proposal. Concept papers should be between 3 and 5 pages long, single-spaced and must be uploaded by posted due dates. Students will then review the concept papers of three fellow students (assignments to be determined by the instructor) and provide one page of written feedback according to guidelines distributed in class by the next class period.

2. **Funding Source Paper 25 points**

Following the module on this topic, students will be expected to locate two potential funding sources for their proposed research idea. Students will prepare a 3-5 page summary paper describing the funding source, the funding cycle, the amount of the funds available, the aims and mission of the funding agency, and how their proposed idea meets within the goals of the funding request. Students should be prepared to explain and answer questions about their possible funding sources in online discussion during the week after the submission.

3. **Budget Draft 25 points**

Students will complete a draft budget and budget narrative for their grant following the class module on this topic. Draft budgets must be uploaded by the posted due date.

4. **Final Proposal 75 points**

The final proposal will be an entire grant proposal prepared in response to a Request for Applications distributed in class, or in response to a request for funding from an independent source that has been approved by the instructor. The proposal will contour to proposal specifications (Specific Aims, Background and Significance, Research Plan, Budget) and must also include a completed mock-up of an IRB application for research involving human subjects. The final proposal must be uploaded by the posted deadline.

5. **Proposal Presentation 25 points**

Students will deliver a 20-minute Powerpoint presentation of their final grant proposal at an in-class meeting. Presentations must cover all elements of the proposal including abstract, statement of the problem, statement of the research question and hypothesis, theoretical model, methods of data collection and analysis, and protection of human subjects/IRB. A copy of the Powerpoint presentation must be uploaded prior to the start of class.

6. **Proposal Critique 25 points**

During the week after proposal presentations, students will be assigned 3 classmates' proposals to review and critique according to proposal review guidelines provided by the instructor. Each student will prepare written comments on the selected proposal as would be customary for a primary reviewer; each student will be a Reviewer 1, a Reviewer 2, and a Discussant for one proposal. They will then participate in a brief discussion on the strengths and weaknesses of the proposals they were assigned emulating the federal review panel process. A copy of the written comments must be submitted to the instructor by class time. Copies of the final reviews will be made available to the author.
Grading of individual assignments:

Each assignment will be graded using the same point assignment metric, where 90-100% of the possible points constitutes exceptional work for a Masters student; work at this level is creative thorough, well-reasoned, insightful, well-written, and shows clear recognition and an incisive understanding of the salient issues. Work of good professional quality.

80-89% constitutes competent and sound work for a Masters student; well-reasoned and thorough, but not especially creative or insightful (or creativity is poorly developed); shows adequate understanding of the issues, although that understanding may be somewhat incomplete. This is the grade that indicates neither exceptional strength nor exceptional weakness for Master’s-level work.

70-79% constitutes Borderline work for a Masters student; barely meets the minimal expectations for the course; understanding of salient issues is incomplete, and overall performance, if consistently at this level, would be below the level of adequate graduate-level performance.

69% and below constitutes Unacceptable work for a graduate student; work at this level demonstrates an inadequate conceptual grasp of salient issues.

Assignment of letter grades for the course:

Letter grades for the course will be assigned using this formula:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>180-200 points</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>160-159 points</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>140-159 points</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>120-119 points</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
<td>119 points and below</td>
</tr>
</tbody>
</table>

Course Policies:

Access to Blackboard/USF email account. Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam controls, the professor will not be accountable for emails sent from non-USF accounts.

Academic Accommodations. Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations. Two weeks notice is required for accommodated examinations.

Academic Integrity. Behaviors that are contrary to University standards have no place in this course. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the
professor about course-related material. Any student guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

Attendance Policy. It is expected that students will be logged into the Blackboard site on a weekly basis in order to view videos and participate in required discussions.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

Preparation and Make-Up Work. Students are expected to have completed all written work by the assigned date, and be prepared to participate in class discussions and activities. Late submissions for any assignment will be penalized 10% of the possible point total for each day received late.

Recordings of the class. All unauthorized use of recorded video modules is prohibited.

Religious Preference Absence Policy. Students who anticipate missing work due to the observation of a major religious observance must provide advance written notice of the date(s) during the first class week. (see http://usfweb2.usf.edu/usfge/gc_pp/acadaflgc10-045.htm)

S-U Policy: S-U contracts must be negotiated in writing the first three weeks of the term.

Course Outline

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Conceptualizing a Project and Defining Objectives</td>
</tr>
<tr>
<td>Module 2</td>
<td>Early Steps of the Research Process</td>
</tr>
<tr>
<td>Module 3</td>
<td>Identifying and Evaluating Funding Resources</td>
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<tr>
<td>Module 4</td>
<td>Effective Literature Review</td>
</tr>
<tr>
<td>Module 5</td>
<td>Developing a Research Plan</td>
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<tr>
<td>Module 6</td>
<td>Strategic Communication in Grant Writing</td>
</tr>
<tr>
<td>Module 7</td>
<td>Essentials of Budget Development</td>
</tr>
<tr>
<td>Module 8</td>
<td>The Proposal Review Process</td>
</tr>
<tr>
<td>Module 9</td>
<td>Budget Draft Uploaded</td>
</tr>
<tr>
<td>Module 10</td>
<td>Final Proposal Uploaded; In-Class Proposal Presentations</td>
</tr>
</tbody>
</table>

*Proposal Critique Uploaded
Prefix and Number: PSY 6XXX

Title: Psychology of Teaching of Psychology

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Summer 2013

USF Institution: USF St. Petersburg

Initiating Faculty Name: Christina Salnaitis

Faculty Email: csalnaitis@usfsp.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at http://www.stat.usf.edu/spgrad/Faculty_Staff/Graduate_Council.htm.

Complete:

☐ the Graduate Curriculum Approval Form (this form)
☐ the printed copy of the new course information submitted online
☐ catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course.
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<th>Name</th>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
Graduate Course Proposal Form Submission Detail **

Edit This Proposal (password required)

Current Status:

Campus: St Petersburg
Submission Type: New

Course Change Information (for course changes only):
Comments:

1. Department and Contact Information

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<table>
<thead>
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<tbody>
<tr>
<td>James McHale</td>
<td>7278734969</td>
<td><a href="mailto:jmchale@mail.usf.edu">jmchale@mail.usf.edu</a></td>
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2. Course Information

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| Is the course title variable? | N |
| Is a permit required for registration? | Y |
| Are the credit hours variable? | N |

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Abbreviated Title (30 characters maximum)
Teaching of Psychology

Course Online? | Percentage On Campus
---------------|---------------------|
C              | 0                   |

Prerequisites
3. Justification

A. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Elective course for the proposed masters program in Psychology at USFSP.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

No

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Ph.D. or equivalent in Psychology.

4. Other Course Information

A. Objectives

To promote preparation for high school or community college teaching.

B. Learning Outcomes

1. Students will understand best practices in teaching. 2. Students will articulate their teaching philosophy. 3. Students will use course concepts to guide and justify the delivery of instruction. 4. Students will deliver an instructional lesson to peers.

C. Major Topics

Development; behavioral and cognitive learning theories; student centered learning theories; effective lesson planning; test construction; test validity and reliability.

D. Textbooks
E. Course Readings, Online Resources, and Other Purchases

Additional online course materials may be assigned and online resources shared.

F. Student Expectations/Requirements and Grading Policy

Students are expected to attend class and read all assigned readings prior to class. Grade is based on quizzes (18%), exams (38%), teaching lesson (6%), teaching portfolio (25%), and in-class participation (13%). All work must be submitted by posted due dates.

G. Assignments, Exams and Tests

Exams (300 points): Students will take 3 exams throughout the semester. The content of the exams will come from both the readings and the class lessons. The third and final exam will be comprehensive. The first two exams will be worth 90 points each and the final will be worth 120 points. Quizzes (140 points): Students will take 10-question multiple-choice quizzes after the completion of each chapter. There will be seven quizzes. Each quiz will be worth 20 points for a total of 150 points. In-Class Participation (100 Points): At least one article will be assigned for reaching each lesson. Students will be responsible for reading the entire article and preparing a verbal response to the article involving a summary of the introduction, methods, results, and discussion. In addition, students will critique the article for methodological flaws, flaws in the interpretation by the author or hypotheses, alternative explanations for the findings, suggestions for future research, and any questions or other comments they would like to post to the class. Students will be required to produce responses at least 10 times throughout the semester and each response will be worth 10 points. Teaching Lesson (50 Points): From a list of content options, students will design a lesson plan and present the dry run for lesson to the class on a topic that students will present in the follow up Teaching Practicum. Teaching Portfolio is a one inch binder containing the following chapters (200 points): Chapter 1 Teaching Philosophy (with references) This philosophical paper should contain three or more verifiable sources that help support students through online learning and instruction. This chapter should run approximately 2-3 pages in length plus a separate reference. Chapter 2 Syllabus Construct a syllabus of a class students would like to teach. The syllabus should contain all elements of a traditional syllabus including student learning outcomes and be at least four pages long. Chapter 3. Lesson Plan. Submit all supporting documents student used to prepare for the teaching lesson to the class. This should include a formal lesson construction with objectives, instructional activities, and assessment. It should also include all presentation materials and handouts presented to the class if these were used. Chapter 4 Assessment of Lesson Submit an examination over the lesson. Use supporting evidence to justify why students thought this form of assessment was appropriate for their lesson. Explain what methods students will use to verify the validity and reliability of the assessment.

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This
policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm) Attendance policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm) In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

1. Policy on Make-up Work

Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussion and activities. Late submissions for any assignment will be penalized 5% for each day late.

J. Program This Course Supports

Proposed MA in Psychology, USFSP

5. Course Concurrence Information

- If you have questions about any of these fields, please contact chinescobb@grad.usf.edu or joe@grad.usf.edu.
I. Course Overview

This course covers the application of psychological principles to the educational process. Readings, lectures and activities will focus on the areas of development, behavioral, cognitive, and social learning, effective instruction, educational assessment, student motivation, and classroom management. In addition, you will be introduced to the learner-centered model of instruction in which attention is placed on student learning outcomes, and means of achieving these outcomes. This method of teaching will be contrasted with the traditional teacher-centered model of instruction by which the teacher primarily focuses on selecting and presenting content.

II. Course Objectives

1) Students will understand best practices in teaching.
2) Students will articulate their teaching philosophy.
3) Students will use course concepts to guide and justify the delivery of instruction.
4) Students will deliver an instructional lesson to peers.

III. Course Prerequisites

Graduate standing.

IV. Required Texts and Materials


V. Exams, Article Critiques, and Project Assignments

**Exams (300 points):** You will have multiple opportunities to demonstrate your learning, one of which is the traditional multiple-choice and essay exam format. You will take three exams throughout the semester (see course schedule below for approximate dates). The content of the exams will come from both the readings and the class lessons, and these two sources of information will not perfectly overlap. The third and final exam will be comprehensive, covering what you have learned through the entire semester. The first two exams will be worth 90 points each and the final will be worth 120 points.

**Quizzes (140 Points):** You will be taking brief multiple-choice quizzes after the completion of each chapter. See the course schedule for the dates of each quiz. There will be seven quizzes. Each quiz will be worth 20 points for a total of 140 points.

**In-Class Participation (100 Points):** At least one article will be assigned for reading each lesson. Student names will be randomly drawn for discussion, and you must be present in class and provide an articulate response to earn points. You are encouraged to offer your thoughts even if you are not called upon in a given class to do so. You will be required to produce responses at least 10 times through the semester and each response will be worth 10 points. You may not make up missed points for absences or unpreparedness.

**Teaching Lesson (50 Points):** From a list of content options provided to you, you will design a lesson plan and present the dry-run for lesson to the class on a topic that you will present in the follow-up Teaching Practicum.

**Teaching Portfolio in a one-inch binder containing the following chapters (200 points):**
Chapter 1.......................... Teaching Philosophy (with References)
This philosophical paper should contain three or more verifiable sources that help support your thoughts on learning and instruction. This chapter should run approximately 2-3 pages in length plus a separate reference page.
Chapter 2.......................... Syllabus
Construct a syllabus of a class you would like to teach. The syllabus should contain all elements of a traditional syllabus including student learning outcomes, and be at least 4 pages long.
Chapter 3.......................... Lesson Plan
Submit all supporting documents you used to prepare for your teaching lesson to the class. This should include a formal lesson construction with objectives, instructional activities, and assessment. It should also include all presentation materials and handouts presented to the class if these were used.
Chapter 4.......................... Assessment of Lesson
Submit an examination over the lesson you prepared. Use supporting evidence to justify why you thought this form of assessment was appropriate for your lesson. Explain what methods you will use to verify the validity and reliability of the assessment.

VI. Grade Dissemination

Graded tests and materials in this course will be reviewed during class but will not be returned to you in order to maintain test security, with the exception of your portfolio. You can access your scores at any time electronically. Written grades may take up to a week or more before they can be graded and reviewed during class.
VII. **Basis for Final Grade**

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<td>Quizzes</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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</table>

**Grading Scale (%)**

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- 0-59: F

VIII. **Course Policies: Grades**

**Late Work Policy:** There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Assignments turned in late will be assessed a penalty: 5% for each day it is turned in late and will not be accepted if overdue by more than seven days. Turning in work late is preferable to not turning in the work at all.

**Extra Credit Policy:** You may earn up to three percentage points of your grade by participating in any research experiments that are occurring in the department or by writing a reaction paper to an article of your choice. For every two pages you write, you could earn 1% point, and every half hour you participate in a study is considered 1% point. You may complete any combination of these two options that you wish. You may also write on more than one article. For example, you could write three pages on one article and three pages on another, or you could three two-page papers or one six-page paper.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
IX. Course Policies: Technology and Media

**Email:** I will generally respond to email within a 72 hour period excluding weekends.

**Laptop Usage:** Use of laptop for classroom purposes to enhance learning is acceptable. Email, social media, and the like are not to be open during class. You must respect other students’ learning environment and not present a distraction to others or to myself.

**Classroom Devices:** Please inform me if you need the use of language dictionaries during class or examinations. Cell phones are not considered a classroom device, and are therefore prohibited unless there is an emergency. See the professionalism policy below.

**Copyright:** All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

X. Course Policies: Student Expectations

**Attendance Policy:** Regular and on-time attendance is expected. If you must be absent, you are expected to inform me of the reason for your absence and coordinate with other students to obtain notes.

**Religious Observances:** Students who must miss class due to a major religious holiday must provide notice of the date(s) to me, in writing, by the second class meeting. Exams may be made up for absences due this purpose.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the Student Handbook. Violations will result in a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

XI. Student Resources

**Disability Access:** Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services before requesting accommodations from the professor. Accommodations can be made for students who provide documented need for extra time or other assistance in taking exams. The student is obligated to provide this request at least two weeks in advance of the exam so special arrangements can be made.
## I. Course Schedule (Note: The Schedule is subject to revision)

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<tr>
<th>Date</th>
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<td>9</td>
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<td>Test Validity and Reliability</td>
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<td>Teaching Presentations</td>
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*Study class notes and all assigned readings from Lesson 1-5* | Exam 1 |

*Study class notes and all assigned readings from Lesson 6-10* | Exam 2 |

The Final is Cumulative. It covers the entire semester. | Final Exam |
Prefix and Number: PSY 6947

Title: Graduate Teaching Methods

Tracking Number (from 3-form)

Proposed Effective Term (i.e. Spring 2006): Fall 2014

USF Institution: USF St. Petersburg

Initiating Faculty Name: James McHale

Faculty Email: jmchale@mail.usf.edu

College and Department (if applicable): College of Arts and Sciences; Psychology

Follow the guidelines outlined on the USF St. Petersburg Graduate Studies at [http://www.spt.usf.edu/sgrad/Faculty & Staff/Graduate_Council.htm](http://www.spt.usf.edu/sgrad/Faculty & Staff/Graduate_Council.htm).

Complete:

X the Graduate Curriculum Approval Form (this form)

N/A the printed copy of the new course information submitted online (in USF System inventory, new to USFSP)

X catalog copy showing revisions as a result of this course proposal

Faculty Agreement:

☐ I confirm that I have checked the State Course Numbering System and no institution within the USF currently offers this course. (new to USFSP only)

X I confirm my understanding that once approved the course syllabus must comply with the USF System Provost’s Course Syllabus policy ([http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm](http://www.acad.usf.edu/Resources/Documents/Policies/course-syllabi.htm)).

Concurrences:

☐ I confirm that this course does not impact other departments/programs, so no concurrence is needed.

X I confirm that I have researched potential areas of concurrence across the USF system and have notified these institutions/departments of this proposed course action – these areas are listed below.

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<td>11/30/11</td>
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* Once approved by College, USFSP Graduate Studies will forward to the USFSP Graduate Council for review. Once approved by the USFSP Graduate Council, USFSP Graduate Council will forward to the Vice Chancellor for Academic Affairs and continue with appropriate follow up through submission to SCNS.
COURSE SYLLABUS
PSY 6947 Graduate Instruction Methods
Practicum for Graduate Teaching Assistants
University of South Florida St. Petersburg Department of Psychology

Instructor:

Department:

Office:

Office hours:

Phone:

Email:

Required Textbooks and/or Materials:


Additional Readings (Posted on Blackboard):

Effective Questioning Techniques; “Encouraging Discussion”, “Collaborative Learning: Overcoming Student Passivity Through Group Work” from Tools for Teaching by Barbara Gross Davis; “Teaching Techniques for Continuous Quality Learning”; Teachers and Learning Groups: Dissolution of the Atlas Complex by D. Finkel and G. Monk; “Writing Across the Curriculum: Basic Theories and Assumptions about Writing” by Barbara Walvoord; “Facilitating Minority Student Persistence” by Lisa Sanders; “Overcoming Homophobia in the Classroom”; “Macho Grading and Other Reasons Students Fail” by John Hatten; “Preventing Student Academic Dishonesty”; “A Return to Teaching?” by Thomas Toch

Class Description:

PSY 6947 is a practicum experience in which students will serve as teaching assistants for one live and one online course, and participate in a regular teaching support seminar in which they will examine, discuss and critique the pedagogical approach of the courses they are assisting with. Students may not enroll in the practicum until having completed the Teaching of Psychology seminar. PSY 6947 provides graduate teaching assistants with extensive opportunity to observe and discuss teaching approaches that are effective at the undergraduate college level, to become familiar with technical support services available for development of online course delivery, and to practice and discuss their own live teaching.

Student Learning Outcomes:

Students will:
• Develop a broad working knowledge of different teaching strategies that effectively engage undergraduates in the classroom experience in both live and online courses
• Design a class module for delivery via distance technology
• Understand principles of college level instruction as they apply to Internet instruction
• Increase personal comfort with using technology for instruction
• Understand key technological factors that will affect the future of higher education
• Experience what it is like to participate in a class via the Internet.

Evaluation and Grading

Participants will be actively involved in observing themselves and other participants in order to develop strategies for ongoing self evaluation and improvement of teaching. Each participant will develop a teaching module from a selection provided by the instructor; these presentations will be videotaped to provide formative feedback on teaching and presentation styles. Students are expected to participate in discussions on teaching both in class meetings and in the Blackboard format.

To earn a passing grade for this practicum course, participants will be required to attend each of the sessions, to prepare for each session by completing the assignments and to participate in the class discussions on teaching. The final course syllabus (online and live version) is due on the last day of the regular academic semester, before the final exam period.

Course Policies:

Access to Blackboard/USF email account. Students are expected to have access to Blackboard and a USF email account and will be held responsible for announcements and other information communicated through these methods. Students are required to use a USF email account to communicate with the professor; due to spam controls, the professor will not be accountable for emails sent from non-USF accounts.

Academic Accommodations. Students with disabilities are encouraged to meet privately with the professor during the first week of class to discuss accommodations. Please bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations.

Academic Integrity. Behaviors that are contrary to University standards have no place in this course. Such behaviors include, but may not be limited to, cheating, plagiarism, and lying to the professor about course-related material. Any student guilty of any such behavior will receive a failing grade for the course and may be reported to the Dean of the College of Arts and Sciences for disciplinary action.

Attendance Policy. It is expected that students will attend and participate in all scheduled meetings and discussions.

Incomplete Grade Policy. An “I” grade may be awarded at the discretion of the instructor. An “I” grade indicates incomplete coursework and may be awarded only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.
Preparation and Make-Up Work. Students are expected to have completed all readings and written work by their assigned date, and be prepared to participate in class discussions and activities.

Religious Preference Absence Policy. Students who anticipate being absent from class due to the observation of a major religious observance must provide advance written notice of the date(s) to the professor by the second class meeting. (see http://usfweb2.usf.edu/usfge/gc_pp/acadaf/gc10-045.htm)

S-U Policy: Grading of this course is on an S-U basis.

Course Schedule:

Meeting One: Introduction to Course
Development of Class Objectives Teaching Tips (1, 2)
Assignments
• Complete Teaching Perspectives Inventory at: http://www.teachingperspectives.com
• Complete reading assignment
• Write a description of defining incidents from your past experience as a learner and teacher (i.e., description of learning and teaching experiences that have influenced your current teaching beliefs and practices).
• Meet in pairs for dialogue and reflection on the results of the Teaching Perspectives Inventory and defining incidents from past experience as a learner and teacher

Meeting Two: Preparing to Teach
Principles of Good Teaching Teaching Tips (3, 4)
First Weeks of Class; Classroom Climate

Session Three: Dealing with Diversity/Teaching Resources
Teaching Inclusively Teaching Tips (20); Sanders

Session Four: Learning Styles
Teaching Tips (20, 25, 26, 27) Davis, Hatten

Session Five: Selecting Teaching Strategies Teaching Tips (5, 6)
Laboratory: Videotaped Session, Teaching Tips (5, 6, 12, 25)

Session Six: Motivating Students
Cooperative/Active Learning Teaching Tips (5, 7), Finkel & Monk
Laboratory: Critique Modules taped by others

Session Seven: Getting Student Feedback
Teaching Tips (9, 23)
Laboratory: Critique Modules taped by others

Session Eight: Dealing With Difficult Classroom Issues
Teaching Tips (8, 21, 22)
Laboratory: Critique Modules taped by others
Session Nine: Using Technology for Teaching
Teaching Tips (17)
Revising Videotaped Modules; Creating the Online course

Session 10: Considerations with the Online Course
Teaching Tips (2, 3, 18, 19)

Session Eleven: Revisiting Teaching Philosophy
Documenting Teaching Effectiveness Teaching Tips (23)

Final Assignment: Development of Live and Online Version of Course Syllabus
Appendix D – Catalog Copy
PSYCHOLOGY AT USF ST. PETERSBURG
Master of Arts (M.A.) Degree in Psychology

DEGREE INFORMATION

Program Admission Deadlines:
Fall: June 1 (for best consideration March 1)
Spring: October 15
Summer: March 1
Minimum Total Hours: 33
Program Level: Masters
CIP Code: 42.0101
Dept Code: PSY
Program (Major/College): PSY AS
Concentration Code: TBD

CONTACT INFORMATION

Psychology Chair: Dr. James McHale
727-873-4963
Graduate Program Director: Dr. Mark Pezzo
727-873-4020
Program Website: www.stpete.usf.edu/psychology
Graduate Studies Website: www.stpete.usf.edu/spgrad

PROGRAM INFORMATION

The M.A. degree program: The Master’s in Psychology is designed for students who are seeking re-specialization in the field of psychology and/or intensive research experience as preparation for pursuit of advanced doctoral study in Psychology; the required 18 hours of graduate coursework in preparation for teaching psychology in a high school or community college; and/or advanced entry-level positions in health and human service related fields requiring advanced research methods, data collection, analysis, and grant writing skills.

Accreditation:
USF St. Petersburg is accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS).

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements for the 2-year Master’s program

1. A baccalaureate degree from a regionally accredited institution, with a grade point average (GPA) of 3.00 or better in the last two years (60 hours) of undergraduate work or a Graduate Record Examination (GRE), score of 1050 or higher, including a score of 4 or higher on the Writing subsection.

2. Undergraduate Introduction to Psychology and Statistics classes are required. An undergraduate Research Methods course is preferred, but not required.
3. A 1000-word statement of intent for seeking an M.A. in Psychology, including discussion of: your academic background; the specific scholarly issues in which you have an interest; how your background has prepared you to excel in the Psychology M.A. program; and how you intend to apply your education when you complete our M.A. program.

4. Three letters of recommendation from qualified people familiar with the nature of the work required of graduate students in the social sciences, and who can address your ability to excel in graduate work.

5. Two examples of professional or academic writing.

Program Admission Requirements for the combined 4+1 Master’s program

1. Psychology major at USF St. Petersburg or other accredited institution having completed at least 60 credit hours.
2. Preferred: Grade point average (GPA) of 3.50 or better overall including a 3.50 or better in Departmental gateway courses (Introduction to Psychology, Statistics, Research Methods) and in any other required Psychology coursework completed.
3. Preferred: GRE score of 1150 or higher, including a score of 4 or higher on the Writing subsection.

Program Admission Requirements for the combined 3+2 Master’s program

1. Psychology major at USF St. Petersburg or other accredited institution having completed at least 48 credit hours.
2. Preferred: Grade point average (GPA) of 3.50 or better overall including a 3.50 or better in Departmental gateway courses (Introduction to Psychology, Statistics, Research Methods) and in any other required Psychology coursework completed.
3. Preferred: GRE score of 1150 or higher, including a score of 4 or higher on the Writing subsection.

DEGREE PROGRAM REQUIREMENTS

Psychology – Requires 33 hours of course work, including a thesis for 6 credit hours for those students admitted on a thesis track. All students are required to take a set of core courses and qualifying examinations during the first year of study, and then to choose a specialization concentration during their second year of study.

COURSES

Core Requirements:
PSB 6056 (3) Physiological Psychology
PSY 6XXX (3) Typical and Atypical Development
EXP 6608 (3) Cognitive Psychology
PSY 6217 (3) Research Methods and Measurement
PSY 6218 (3) Graduate Research Methods

Electives:
Risk, Resilience and Prevention Concentration
CLP 6XXX (3) Prevention Science and Health Psychology
CLP 6XXX (3) Professional and Ethical Issues in Applied Psychology
CLP 6XXX (3) Infant-Family Mental Health
CLP 6XXX (3) Cultural Competence
CLP 6XXX (3) Developmental Disabilities
CLP 6XXX (3) Working with Families of Infants and Toddlers
Other Electives
EXP 6930 (3) Topics in Experimental Psychology
SOP 6266 (3) Topics in Social Psychology
CLP 6937 (3) Grant Writing
PSY 6XXX (3) Teaching of Psychology
PSY 6947 Grad Instruction Methods

As an option, students may take up to 6 hours of the 33-hour requirement in an area of specialization through other departments of the university, including 3 at any other USF system campus. A departmental graduate advisor helps students with such choices. Offerings of USF’s four-campus system present a range of options.

Qualifying Exams:
For advancement to the second year of graduate study, students must pass all five required first-year core courses with a grade of B (not B-) or better, and pass comprehensive qualifying exams in biological, social-developmental and cognitive bases of behavior and in statistics and research methodology at the end of the first full year of study.

Non-Thesis Option:
Students admitted to the RRP concentration pursue study of individuals across their lifespan in the context of family, peer networks, child-care programs, schools, neighborhoods, and larger communities. Our program stresses theory and research in the ultimate service of policy and practice. Health and well-being of children, youth, and adults, pathways through which group disparities emerge and reduction of disparities, and innovative educational and societal strategies for promoting health and preventing illness and later psychological maladjustment are key content areas. Thematic areas include prevention science and health psychology, infant-family mental health, ethics, cultural competence, individual and family strengths and developmental risk and disability. All students must demonstrate competencies in working with data and addressing applied research questions through successful completion of a Qualifying Exam in Research Methodology.

Thesis Option:
Students admitted on a thesis track will complete an empirical research study on a topic approved by a thesis committee of three (3) faculty members and defend orally before this committee at the end of the second year of study. During the course of their second year thesis work, students must enroll in 6 credits of PSY 6971 (3) Thesis Research.

See http://www.ugs.usf.edu/sab/sabs.cfm and www.stpete.usf.edu/psychology/
Appendix E – Letters from SUS CAOs
January 17, 2012

CAO NAME
CAO ADDRESS

Dear Dr. XXXXXXXXXXXXXXXX:

Please find enclosed a proposal to establish an M.A. in Psychology in the College of Arts and Sciences at the University of South Florida St. Petersburg. In order to ensure that this program will be of benefit not only to USFSP but also to the SUS System, I am requesting that the proposal be reviewed by the appropriate parties at your institution for support to move forward with the proposal and, more importantly, to note any opportunities for collaboration. The proposed M.A. in Psychology is distinctive from other programs in that:

- It is by design a terminal master’s program. While several doctoral programs confer a M.A. to doctoral students en route to the doctoral degree, presently, only three public Florida universities offer and admit students to a terminal M.A. program in a General psychology major/concentration area.

- The program’s focus on Risk, Resilience and Prevention is a distinctive feature among existing terminal Master’s programs. According to Florida’s State of the Children Report (March, 2011), Florida children rank in the bottom in the nation on almost every key indicator of health and well-being. Pinellas County not only has the 7th largest number of Florida’s children, but also the state’s largest health disparities between black and white children, and among the highest in the nation. Faculty at the USFSP Psychology Department include national leaders in areas of infant and family mental health, developmental disabilities, asthma and lung health, HIV in children, medical decision making, and other health-science related areas.

- The program meets Pinellas County workforce needs for Master’s level researchers well-trained in Risk, Resiliency and Prevention qualified to assume program responsibilities in prevention, health promotion, disease prevention and clinical and healthcare research in hospitals, agencies, and other health and human service institutions charged with administration and development of services through results-based accountability.

- The terminal Master’s degree also serves a need in providing respecialization training and mentored research experience for high achieving students who did not major in Psychology as undergraduates but have interest in doctoral study in Psychology. Such coursework and research experience are requisite for admission to doctoral programs.
• The 18 required hours for teaching of psychology in a 2- or 4-year college or university would also be fulfilled by the program, which offers a separate track and coursework for those interested in pursuit of teaching credentials.

• The combined 3+2 and 4+1 options to be offered by the USFSP M.A. program to high-achieving undergraduate students will be unique to both the USF system and among public institutions in Florida granting the terminal Master’s degree in General Psychology.

I respectfully ask that you respond to this request by February 15, 2012 so that we might continue to move forward. I appreciate your time and attention to this important issue and look forward to receiving your comments and recommendations.

Sincerely,

Norine E. Noonan, Ph.D.
Regional Vice Chancellor for Academic Affairs

Enclosure (Degree Program Proposal)

Cc:
Frank Biafora, Dean, College of Arts and Sciences
James McHale, Chair, Department of Psychology
February 1, 2012

Dr. Norine E. Noonan
Regional Vice Chancellor for Academic Affairs
Office of Academic Affairs
University of South Florida St. Petersburg
140 Seventh Avenue South, BAY204
St. Petersburg, FL 33701-5016

Dear Dr. Noonan:

Thank you for the opportunity to review the proposal to establish an M.A. in Psychology in the College of Arts and Sciences at the University of South Florida St. Petersburg. As requested, I asked the appropriate parties at Florida Atlantic University to review the proposal.

The proposal for a program with a focus on Risk, Resilience and Prevention appears to be well designed to meet the needs of both the student population and the workforce needs of the local Bay area. Considering the large demand for graduate training in Psychology throughout the State of Florida and the lack of similar programs in the SUS, this program should be successful in meeting its goals. The program does not overlap with the areas of training at FAU, but it is possible that faculty in Developmental Psychology at FAU may be interested in future collaborations.

Thank you again for the opportunity to review this new degree proposal and I wish you success in its approval and development.

Sincerely,

Brenda J. Claiborne, Provost and
Chief Academic Officer
14 February 2012

Norine E. Noonan, Ph.D.
Regional Vice Chancellor for Academic Affairs
University of South Florida St. Petersburg
140 Seventh Avenue South
Bay 204
St. Petersburg, Florida 33701-5016

Dear Norine:

Thank you for notifying us that USF St. Petersburg's Psychology department within the College of Arts and Sciences is establishing a Master of Arts degree in Psychology. After consultation with the Dean of our College of Arts and Sciences, Kenneth Furton, I confirm that the proposed program does not adversely affect the psychology programs at FIU.

We wish you much success with this new program.

Sincerely,

[Signature]

Douglas Wartzok
Provost and Executive Vice President

C: K. Furton, Dean, College of Arts and Sciences, FIU
F. Biafora, Dean, College of Arts and Sciences, USF St. Petersburg
Dear Norine—

Our Psychology Department has taken a look at your proposal, and they are fine with it. They do not believe there is significant overlap with any programs offered here at UF.

Best,

Angel

Angel Kwolek-Folland, Ph.D.
Associate Provost for Academic Affairs
Professor of History and Women's Studies
University of Florida
PO Box 113175
Gainesville, FL 32611
Office 1-352-392-4792
FAX 1-352-392-8735

From: nnoonan@mail.usf.edu [mailto:nnoonan@mail.usf.edu] On Behalf Of Norine Noonan
Sent: Tuesday, February 07, 2012 5:11 PM

[Quoted text hidden]
FW: USF St. Pete proposal for an MA in Psych

Workman, Mark <mworkman@unf.edu>  
To: "noonan@usfsp.edu" <noonan@usfsp.edu>  
Cc: "Jaffee, Marianne" <mjaffee@unf.edu>

Tue, Feb 14, 2012 at 2:13 PM

Dear Dr. Noonan,

In accordance with the BOG regulation on academic coordination I have solicited the following feedback from the chair of our psychology department. He is supportive of your proposed program. As he did not speak to the issue of collaboration I must assume he does not see opportunities for partnership, but if your faculty wish to explore that possibility further please do let us know.

Best wishes,

Mark Workman  
Provost and VPAA

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From: Toglia, Michael  
Sent: Thursday, February 09, 2012 1:17 PM  
To: Jaffee, Marianne  
Subject: USF St. Pete proposal for an MA in Psych

Hi Marianne,

Regarding the USF St. Pete proposal for an MA in Psychology that was sent our way, Randy Russac (as MAGP program Director) and I have read through it and see no conflict with our graduate program. The USF program appears to have a much different focus, appears to be one that will draw heavily on admitting regional students, and by our count would be only the 3rd such masters’ degree in the state of Florida.

Is there anything else you need us to weigh in on?

https://mail.google.com/mail/?ui=2&ik=ed64d545c1&view=pt&search=inb... 2/14/2012
Regards,

Mike

From: Jaffee, Marianne  
Sent: Friday, January 27, 2012 5:00 PM  
To: Toglia, Michael  
Subject: FW: USF St. Pete proposal for an MA in Psych

Mike,

In reference to the info below, I have attached the relatively new BOG regulation on this issue.

From: Jaffee, Marianne  
Sent: Wednesday, January 25, 2012 10:48 AM  
To: Toglia, Michael; Roberson, Len (len.roberson@unf.edu)  
Cc: mworkman@unf.edu  
Subject: USF St. Pete proposal for an MA in Psych

The BOG has required all SUS institutions to alert each other when a graduate program is being considered. This notification is for the purpose of providing information about the program being proposed and whether the focus of the program is one that duplicates a program at another campus, particularly one in close proximity, and also to explore any possibility of collaboration with that institution.

I have forwarded (campus mail) each of you copies of the letter from USFSP as well as the proposal for an MA in Psychology. The Provost is asked to respond by 2/15 to USF regarding any reaction we might have (positive or negative) to this proposal.

Can you both provide some feedback that might be helpful in his response?

Thanks,

Marianne
Appendices

Appendix A – Tables 1-4

Appendix B – Faculty *Curricula vitae*

Appendix C – Course Syllabi

Appendix D – Catalog Copy

Appendix E – Letters of Support from SUS CAOs

Appendix F – Letters of Support from Community Agencies

Appendix G – Signature Pages (EEO and Library)
Norine Noonan <nnoonan@mail.usf.edu>

UWF Response to Master's in Psychology

George Ellenberg <gellenberg@uwf.edu>  Thu, Feb 16, 2012 at 1:02 PM
To: nnoonan@usfsp.edu

Norine:

I am not sure in what format you need our response, and I will be glad to follow up with a hard copy letter if you desire, but here is the response from the Jane Halonen, Dean of Arts and Sciences and Laura Koppes Bryan, Director of the School of Psychological and Behavioral Sciences:

Laura Koppes Bryan, the Director of the School of Psychological and Behavioral Sciences, and I are in agreement that the development of another masters program in the state at a distance from Pensacola does not pose a problem for recruitment into our program.

Please let me know what you need from me apart from this response.

Thank you for your patience,

George

--

George B. Ellenberg, Ph.D.
Vice Provost
University of West Florida
T: 850.474.2035
F: 850.474.3131
E: gellenberg@uwf.edu
Web: Office of the Provost
Appendix F – Letters of Support from Community Agencies
November 23, 2011

Dr. James McHale, Chair
Department of Psychology, USF St. Petersburg
140 Seventh Ave S
St. Petersburg, FL 33701

Dear Dr. McHale:

I am writing to express the Early Learning Coalition of Pinellas County Inc.'s interest in and enthusiasm about the M.A. program in General Psychology that you and your colleagues have developed for initiation at the University of South Florida St. Petersburg in Fall, 2013. As you know, the Early Learning Coalition of Pinellas County Inc. is a private not for profit business that is responsible for implementing programs related to children birth to 5 years with a focus on school readiness and education.

As I understand your curriculum and the skill set you will be working to develop in program graduates, the M.A. program will include a strong emphasis on building research skills, including applications to fields of risk, resilience and prevention. It is very important as the Coalition Board of Directors make choices to support various programs in our county that those choices consider results-based accountability with strong research to support the program.

Our second important consideration is "are we meeting the needs of our community?"

In this ever-evolving field of infant and child development, where new findings and new data are fundamentally affecting the way we view quality services, administrators such as myself and my agency must make well-informed decisions. The information we rely upon to make such decisions comes to us from agency researchers skilled in and dedicated to following and synthesizing the research and analyzing our community's needs.

The Master's program you are proposing is hence a necessary asset to our community and county, as will be a source of continuous new talent for agency hires – I would even go so far as to say "absolutely necessary" if we are to move forward in ensuring children and families receive services found to be meaningful and to leave an enduring impact on the individual and family.

The Coalition firmly supports this new Masters program for students attending the University of South Florida St. Petersburg. We look forward to working with you and with future graduates of your program.

Sincerely,

Janet Chapman
Executive Director
October 31, 2011

Michiko Otsuki Clutter, PhD
Assistant Professor in Psychology
University of South Florida, St. Petersburg
140 7th Avenue South, Davis Hall 258
St. Petersburg, FL 33701

Dear Dr. Clutter:

I am writing to voice my encouragement for your endeavor to create a graduate program resulting in a Masters of Arts in Psychology. All Children’s Hospital encourages and supports higher education for all of our staff, and I believe that your program would offer another opportunity for local access to graduate education that could improve career advancement, and certainly increase the quality of new or potential employees.

I appreciate the opportunity to share my thoughts about potential career opportunities for graduates of the proposed Master’s program. It is clear that these graduates would likely find opportunities in program coordination and program evaluator positions in community education programs, community advocacy programs, and prevention services programs. Based on the curriculum that you have described to me, I can see potential for these candidates in Research Administration positions in a healthcare or biomedical research environment. With additional education and training in statistical methodological and ethics in research and clinical settings, these graduates would definitely be competitive candidates for non-clinical research coordinator positions in the healthcare, biomedical and social sciences environments. In terms of potential pre-award research administration opportunities, such as proposal development and grant writing, these positions require demonstrated competencies in writing and interpersonal skills, familiarity with diverse research methodologies, and understanding of the responsible conduct of human subject research. It appears that the Masters of Arts in Psychology with an experimental psychology focus would certainly prepare individuals for these types of positions.

Again, I want to emphasize my encouragement and support as you work to make this graduate program a reality. I would be happy to work collaboratively with you in the creation of a program that will equip your graduates with relevant skills for careers in research and grants administration. Please do not hesitate to contact me if there is anything my staff or I can do to assist you.

Sincerely,

Sandy Wismer, M.S.
Director of Research & Grants Administration
November 30, 2011

Dr. James McHale
Director, USF St. Petersburg Family Study Center
Building One, Suite 100
140 Seventh Avenue South
St. Petersburg, Florida 33701

Dear Dr. McHale:

As the Director of the Pinellas County Health Department, I am pleased to provide this letter of support for your efforts to develop a new Master’s program in General Psychology at USF St. Petersburg. Our agency supports your efforts to enhance educational opportunities about the needs of families in Pinellas County. We feel this program can advance the standards of practice used by professionals providing preventive services in the community to create a healthy family atmosphere for child nurturing, growth, and development.

We recognize the result of the course work will be graduates who are able to step into research-intensive or other related Master’s level positions at various area agencies including our Health Department. Current funding for grants in the public health field require evidence based models of interventions. Having a skilled workforce who can conduct strong evaluation will be necessary to achieve funder requirements. Having the option to select coursework in Infant-Family Mental Health strengthens the background each student will acquire as a result of specializing in this Master’s program, especially in the area of Maternal and Child Health.

The Pinellas County Health Department is a leader in partnerships that improve the health outcomes of residents in our community. As such, we thank you for the opportunity to support your efforts.

Sincerely,

Claude M. Dharamraj, MD, MPH, FAAP
Director

cc: Jane Bambace, Director, MCH Home Visiting Services
October 31, 2011

Dr. James P. McHale  
Professor and Chair  
Department of Psychology Director  
Family Study Center USF St. Petersburg Building ONE, Suite 100  
140 Seventh Ave South  
St. Petersburg, FL 33701

Dear Dr. McHale:

JWB has great interest in your proposal for a Master's degree program at USF St. Petersburg in General Psychology, with two concentrations - (a) Risk, Resilience and Prevention, and (b) General Experimental Psychology. Concurrently, JWB is taking a lead role in the re-design of social services delivery in Pinellas County, engaging the input of hospitals, research centers, community organizations, business, and educational organizations. Since the MA program you propose is not a clinical skills program, future employment opportunities could exist within the health care and nonprofit sectors.

As an organization, JWB has adopted a results-based accountability outcome model, with a particular focus on evidenced-based programming, which would offer a foundational structure for graduates of a program who are expected to have a broad understanding of biological bases of behavior, human cognition and learning. Additionally, statistical/methodological skills, and other areas of specialty, including health psychology, prevention science, infant-family mental health, cultural diversity, and ethics in research and clinical settings are complimentary to that work.

From a data collection perspective, JWB's Business Intelligence component is positioned to effectively use technology that enables collaboration between JWB, various agencies and the community through integrating social media technologies and providing the ability to disseminate information throughout the county more rapidly than ever before. The implementation of mobile technologies to further this reach is a natural fit with the current infrastructure. Interns and future graduates...
must be poised to combine their academic knowledge with the current information technology and communication portals.

We look forward to working with you and the University of South Florida – St. Petersburg on this initiative. Please keep us posted on the status of your exciting proposal.

Sincerely,

[Signature]

D. Gay Lancaster
Executive Director
Position Purpose:

This position designs and conducts statistical analyses for JWB research projects, as well as conducting general research activities.

Key Responsibilities:

- Design data bases and conduct statistical analyses
- Design program activities and write Requests for Proposals
- Design surveys/data collection instruments and collect data
- Design and conduct evaluation research
- Manage contracts and program evaluations for R & E funded projects
- Provide technical assistance/consultation on program development, measurable objectives, and evaluation
- Map social indicator data
- Assist with the development of the Pinellas Profile and other R & E publications
- Provide training in statistical & survey development software and design
- Actively participate in the JWB ASSET Comprehensive Review process as a team leader and/or review team member
- Work cooperatively on inter and intra departmental teams, through the support of established team objectives and timeframes
- Other duties as assigned

Specifications:

- Bachelors degree with special research course work in quantitative and qualitative analyses and multiple subject design projects
- Masters degree is preferred and may be substituted for two years experience
- Five years related experience in analysis of data and program evaluation
- Skilled in processing spatial and relational data
- Ability to translate complex information to a variety of audiences
- Knowledge of community-based systems design and program development is preferred
- Proficient in word processing, database, and spreadsheet software applications, including SPSS
- Ability to work multiple locations and access to reliable transportation
December 7, 2011

James P. McHale, Ph.D.
Professor and Chair, Department of Psychology
Director, Family Study Center
USF St. Petersburg
Building ONE, Suite 100
140 Seventh Ave S
St. Petersburg, FL 33701

Dear Dr. McHale,

I am writing in this letter as support toward your efforts to create Master's degree programs with emphasis in Risk, Resilience and Prevention and General Experimental Psychology.

We certainly see the value in utilizing individuals with this level of education with a background in evaluation/research to help us track and analyze data. We, like many providers, have so much data at our fingertips but no time to gather and analyze it. Understanding trends on a much larger scale and, not to mention, overall program impact, would certainly help to better inform practice and administrative decision making. Practically speaking, a Master's level individual may also be more affordable than a doctoral level applicant. Some community funders have moved to a "Results Based Accountability" method of analyzing community impact of programs so a position like this would certainly be looked upon favorably by these funders.

I am very encouraged by the prospect of this program being offered in the future and wish you all the best in your endeavor.

Respectfully,

Kristie Skoglund, Ed.D, LMHC
Vice President, Clinical Services
December 20, 2011

James P. McHale, Ph.D.
Professor and Chair, Department of Psychology
Director, Family Study Center
USF St. Petersburg
Building ONE, Suite 100
140 Seventh Ave S
St. Petersburg, FL 33701

RE: Psychometric Training

Dear Dr. McHale,

I was delighted to learn that USF may be offering a Master’s level training program for psychometric training. As I mentioned, my office employs eight licensed psychologists and three neuropsychologists all of whom utilize psychometric services. We currently have two offices and will be expanding to a third office location in the next year. As a result, we will need at least one additional psychometric trained employee. It has been very difficult to identify a properly trained individual to administer and score psychological instruments for cognitive and academic assessment. We do not have time to train individuals to provide this service. Therefore, it would be very helpful to have a resource such as USF to train individuals in this specialty area.

If there is anything I can do to be of assistance, please do not hesitate to contact me. I look forward to learning more about this training program and the resources it will offer the community.

Sincerely,

[Signature]

Debra K. Carter, Ph.D.
Licensed Psychologist
Owner & Clinical Director
November 4, 2011

Dear Dr. McHale,

Emergency Response Team and Family Reunification Team at PEMHS were very excited to hear about the new Master’s program in General Psychology being developed under your leadership by the Department of Psychology at USF St. Petersburg.

Based on our conversations and review of the curricula, we believe there is a great need for this program in the community. We know that one of the important considerations in the review of new programs concerns the extent to which there will be jobs awaiting program graduates, and can confirm that we see good match between the skills your graduates would master and entry-level positions for MA-level psychologists who have a strong background in risk, resilience and prevention, and in research skills, that are available at our organization.

During the time, when students are training in your program, Emergency Response Team and Family Reunification Team at PEMHS would also be more than happy to collaborate with your program’s mission to graduate students with strong applied skills by providing them with opportunities to conduct field research in the community.

We wish you luck with your application. Please do not hesitate to contact me if you have any questions.

Sincerely,

Marianna Kritsberg, LCSW
Senior Manager-PEMHS
Emergency Response Team
Family Reunification Team
(727)362-4287
Dr. James McHale  
Department of Psychology  
USF St. Petersburg  
140 Seventh Ave S  
St. Petersburg, FL 33701  

March 13, 2012

Dear Dr. McHale,

Eckerd Community Alternatives is pleased to pledge our support of the new Master’s in Psychology program being proposed by the University of South Florida St. Petersburg. As you are aware, Eckerd Community Alternatives (ECA) is the lead child welfare agency in Pinellas and Pasco counties as contracted with the Florida Department of Children and Families. The ECA system of care is the second largest in the State of Florida responsible for the safety, well-being and permanency of more than 3,100 children.

Eckerd is very excited about the new graduate programming your institution has been developing over the past two years with a focus on risk, resilience, prevention and development of advanced methodological skills. The focus of this program aligns nicely with our mission and vision for serving at risk youth and their families and as such, I’m confident that we will be seeing greater numbers of well-prepared graduate-trained professionals entering the local workforce.

Eckerd is in need of Master’s level graduates who bring both a mature understanding of model programs and practices in human services, as well as, the research skills needed to assure outstanding delivery of children’s services to Pinellas, Pasco, and surrounding counties. Our child welfare system of care is performance and data driven and our goal is to create results-oriented strategies linked to positive child outcomes. Eckerd values well-trained individuals capable of analyzing data in a public administration framework to establish outcome information and to contribute to a results-based accountability tracking system measuring programmatic and agency-wide progress.

We have been pleased to collaborate with you on the development of some of your curricular content over the past year, and Eckerd stands ready to continue to advise and collaborate on coursework development and programming as needed. I wish you the best as your proposal advances through the various stages of the university approval process. We look forward to continuing our existing connection and collaborations with USF St. Petersburg’s Psychology Department and to bringing your program graduates on board in relevant roles in our agency following their successful matriculation through your program.

Respectfully Yours,

[Signature]

Lorita Shirley, Executive Director
Appendix G – Signature Pages (EEO & Library)
USFSP's Psychology program not only infuses diversity concepts across the curriculum but is also among the very few institutions nationally to require a 3-credit Diverse Perspectives in Psychology course as a requirement for graduation with a B.A. degree in Psychology. The research programs of three of the seven current full-time faculty are explicitly concerned with risk, resilience and prevention with higher-risk minority populations, and one of the first graduate courses to be developed as an elective for the proposed M.A. program (Infant-Family Mental Health) has drawn approximately 25% students of color, the majority of those African American. The curriculum, research and scholarly interests of our current faculty reflect the racial, cultural and ethnic composition and concerns of the community served by USFSP; eighty-percent of Pinellas County’s African American population resides in historically black neighborhoods located within a 4 zip-code area abutting USF St. Petersburg’s campus zone. We expect to achieve similar diversity in the Master’s Degree in Psychology.

An explicit goal of our marketing campaign is to achieve a diverse student body in this program. This will be done through targeted area community contacts with area African-American leadership, including the Concerned Organizations for the Quality of Education for Black Students (COQEBS); social media campaigns; and paid advertising on the Web, the latter two approaches geared toward specific audiences. For example, we will place ads on websites and in publications of colleges and universities with diverse student bodies, including Historically Black Colleges and Universities such as Florida A&M University. We will also target professional groups, including the National Association of Black Psychologists and their state affiliates, and will earmark a specific amount of our marketing budget toward the goal of achieving a diverse student body.

[Signature]
Equal Opportunity Officer

11-30-11
Date

II. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The program will be taught by existing faculty, assisted initially by a Visiting Assistant Professor whose line will be converted to a tenure-track hire by Year 3. Current salaries and benefits of $79,554 will be reallocated from the College of Arts and Sciences (CAS) E&G to pay for existing faculty in 2013-14 (when only 7 classes will be taught to a first-year Year 1 cohort in the 2-year M.A. program; beginning in 2014-15 the number of classes taught annually will move from 7 to 13, as we educate both a new Year 1 cohort and the class now in their second year of the 2-year M.A.). An additional $50,000 is budgeted in Year 1 for creation and equipping of a physiological laboratory. This estimate is based on recent historical funding provided to comparable entry-level science faculty hired at this institution for their research undertakings. The precise instrumentation to be purchased to equip the physiological laboratory will depend on the new tenure-line hire's specific research endeavor and equipment needs. $4,000 has also been
Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

The USFSP Library contributes to the cost of the system-wide electronic resource collection using a formula based on student FTE. These resources are established to support research through the doctorate level and the current collection is more than appropriate for a Master's degree in psychology or beyond.

The current library book budget for psychology is directed at the undergraduate level. Additional resources for enhancing this collection to support a graduate program in psychology are estimated at $4,000 per year.

B. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The available physical resources include two computer classrooms in Davis and Bayboro Hall to support training of students in research design and analysis, and 6 individual faculty laboratories to support the research studies of students admitted on a thesis track. It is estimated that 15 graduate students will begin the program in the fall of 2013 and that number will increase annually up to 25 in each new program cohort by year three.

C. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X(J) below.

$50,000 has been budgeted for creation of a new physiological psychology laboratory. The estimate is inclusive of the costs needed to equip the laboratory with the requisite equipment for the conduct of specialized research of the new tenure-line hire in physiological psychology.

D. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

All existing faculty laboratories are equipped with requisite equipment for the conduct of the specialized research of the faculty member. Existing computer classrooms are of adequate size to teach an annual cohort of 25 students in Research Methods courses.
# USFSP Degree Program Proposal Summary

## Master of Arts in Psychology

**Department Chairman:** Dr. James McHale  
**Dean of the College:** Dr. Frank Biafora

<table>
<thead>
<tr>
<th>College</th>
<th>Arts and Sciences</th>
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<tbody>
<tr>
<td>Department</td>
<td>Psychology</td>
</tr>
<tr>
<td>Current Degrees Offered</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Proposed Degree</td>
<td>Master of Arts</td>
</tr>
<tr>
<td><strong>Primary Purpose</strong></td>
<td>To provide firm grounding in principles of risk, resilience and prevention of physical and mental health problems. Graduates will be able to provide leadership in assessment, analysis and evaluation for agencies serving very young high-risk children and their families.</td>
</tr>
<tr>
<td>Proposed Concentrations/Tracks</td>
<td>Risk, Resilience, Prevention</td>
</tr>
<tr>
<td>CIP Code</td>
<td>42.0101</td>
</tr>
<tr>
<td>Proposed Implementation Date</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

**Required Resources (including Library, specialized laboratories)**
- Modest enhancement of library resources, particularly electronic media; 1 visiting faculty member in year 1 of the program, converting to tenure line in Year 3; one-time $50K start-up for development of physiological psychology lab; no other specialized facilities needed

**Need and Demand**
- Employment of psychologists projected to grow 12% by 2018; prevention, early intervention, and results-based accountability training are important to health and human service employers to help control rising costs. Master's degree holders more competitive and desirable in workplace. Thesis option provides intensive experience to students seeking admission to doctoral programs. No terminal Master's in psychology in Tampa bay region.

**Occupational Options**
- Human service and clinical health positions; teaching positions in 2- or 4-year colleges/universities

**Learning Outcomes**
- Conceptual understanding of biological, social-developmental, and cognitive-learning foundations of health and human behavior; High capacity to analyze and interpret statistical data concerning applied health issues.

**Admission Standards**
- For 2-year Master's program: baccalaureate degree from regionally accredited institution, minimum GPA of 3.00 last 60 hours of undergraduate work or GRE 1050 or higher including 4 or higher on Writing subsection; for combined 4+1 Master's, Psychology major at USFSP or other accredited institution, with at least 60 credit hours, GPA of 3.50 or better in major coursework and GRE of 1150 or higher including 4 or higher on Writing

**Pre-requisite Courses**
- Introduction to Psychology, Elem. Statistics; Research Methods preferred

**Length of Degree**
- Two years; also 4+1 accelerated degree option

**Delivery Format**
- Primarily traditional with some coursework available either fully online or in blended format (online and face to face)

**Curriculum Summary**
- Core content and methods courses in Year 1, Qualifying Exams before advancement to candidacy, elective content during year 2, with a thesis option.
<table>
<thead>
<tr>
<th><strong>Culminating Experience</strong></th>
<th>Comprehensive exam demonstrating ability to apply content knowledge to address “real world” data issues. Elective thesis, teaching apprenticeship, grant writing experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Other SUS Institutions with Degrees in same CIP Code</strong></td>
<td>UF, FSU, UWF, UNF, UCF, USF (Tampa), FAU, FIU; only UWF, FAU, UNF are terminal masters’ programs. Others are pathway to Ph.D.; all SUS institutions who responded to request for feedback indicated support or no objection</td>
</tr>
<tr>
<td><strong>Evidence of Community Support</strong></td>
<td>Letters of enthusiastic support from community agencies including Eckerd Community Alternatives, Pinellas Juvenile Welfare Board, Early Learning Coalition, All Children’s Hospital, and Florida Center for Early Childhood.</td>
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