

Indiana State University

2004 - 2005 Academic Annual Report

Department of Psychology

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

The Psychology Department had many accomplishments this year. Foremost among them: 1.\$1.2 million dollar award to conduct a clinical trial of a treatment for obesity. 2.Organization of a successful conference (over 180 attendees) on Spirituality and Addiction by the Center for Health, Religion, and Spirituality. 3.Re-accreditation of Psy.D. Program for ten years 4.Successful completion of external review of undergraduate and master's program 5.Creation of recruiting materials for undergraduate program (brochure, letter sent to new admits, etc) 6.Successful accredited internship offers made to 12 doctoral students

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

I am very pleased with the Department's success in this area. Overall, faculty in the Psychology Department reported 28 conference presentations and 16 published articles or book chapters on their 2004 merit pay documents. At least two faculty members are currently working on books (with signed contracts). A psychology faculty member received the Theodore Dreiser Distinguished Research/Creativity Award (the second in our department to achieve this honor). There is no specific need for improvement in this area.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

I am quite pleased with the psychology department's success in this area. As noted above, one faculty member received a 4-year NIH grant in excess of a million dollars. Two other faculty have submitted NIH proposals and another has a proposal in development. The director and associate director of the Center for Health, Religion, and Spirituality received external funding to support the Center's Programming, including the successful Spirituality and Addictions conference, as well as money to support an ongoing research project in the community. Additionally, five faculty submitted IT minigrants, and the department was awarded three of them.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions,

initiatives are you doing that could be considered eminent?

(Note: Numbers refer to the best practices listed above: 1. increase group projects; 2. integrate clinical supervision practice with supervision of undergraduate counseling practices; 3. participating in first-year programs, specifically, learning communities). 1. The department continues to implement group activities and projects as appropriate in various classes and in collaborative research with faculty. 2. Doctoral and undergraduate students seem pleased with our innovative project to integrate graduate students' training in clinical supervision with undergraduate's practice using counseling techniques, although there are a few logistic issues that require continued attention. 3. The Psychology Department has continued to participate in the Learning Communities Initiative of the Office of First Year Programs.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

In conjunction with program review and recommendations of the external site visitors, we will be reevaluating our teaching of several undergraduate courses to identify more efficient methods to accomplish our goals. In particular, the Interim Chair is exploring methods of transforming introductory psychology, but no changes are anticipated by Fall 2005.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

The Psychology Department collaborates with the Counseling Psychology Department (in the College of Education) to assure our ability to provide core requirements to both groups of students. For instance, Psychology doctoral students take Multicultural Counseling in Counseling Psychology and Psychology Faculty provide courses in cognitive and social psychology to Counseling students.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The psychology department does a tremendous amount of community outreach. The Center for Health, Religion, and Spirituality offered about 50 hours of programming, including guest speakers, workshops, etc. available to members of the local as well as academic community (with 10-40 participants at each event). In addition, undergraduates provide about 5000 hours/annum of service in their (typically) unpaid internship assignments and doctoral students provide about 18000 hours of free or reduced-cost mental health services through the Psychology Departments clinic as well as at other Wabash Valley sites. Numerous psychology faculty also engage in research outreach, involving local people in experimental trials of psychological treatments for eating disorders, obesity, and stress associated with cardiac rehabilitation and cancer. Finally, the Psychology Department collaborates with the Department of Social Work to sponsor mental health workshops that provide CE credits for Hamilton Center and other health service providers.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

Faculty involved in the Doctoral program regularly meet to review student outcomes data and discuss program modifications. Recently, these data have been used to modify program requirements and course sequencing. Although the most recent program review resulted in a recommendation of reaccreditation, the program faculty will meet over the next year to determine if additional changes are needed. Faculty involved in the Masters and Undergraduate Programs have recently reviewed the program review report (and are in the process of preparing for the follow-up interview). These programs are in the initial stages of discussion of changes identified as a result of student outcomes assessment as well as from the recommendations of the external program reviewers. In particular, the undergraduate program is discussing its structure for teaching introductory psychology, research methods, and statistics as well as the goals of a majors-only capstone. The masters program is discussing methods to support the continued employment success of our many graduates who are moving into career areas unanticipated by the program curricula.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

The Psychology Department provides each faculty with funds to travel to professional conferences or conferences on college-level teaching of psychology. The department also encourages its faculty to participate in workshops run by the CTL and the Office of Sponsored programs. Where possible, the department also supports course reductions in order to promote seeking external sources of funding for large research projects.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

All undergraduate psychology majors must engage in an experiential learning capstone course that either involves collaborative research with a faculty member or a field experience/internship. During 04-05, there were fifty-nine undergraduate registrations in independent study courses (that typically involve student-faculty research collaborations) and 29 undergraduates registered in our formal capstone, collaborative research course. All of our master's level students engaged in collaborative research with faculty. Three undergraduates and two graduate students presented their work at the 9th annual graduate research showcase, and three graduate students made/are making presentations at professional conferences this year. In addition, twenty-eight undergraduate students engaged in "field" experiences (internships) during academic year 04-05, and approximately 12 more are expected to do them over the summer. All of our clinical doctoral students were also involved in supervised clinical practices either in our own psychology clinic or various community placements.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Our department contributes substantially to these strategic objects both in terms of the numbers and percentages of undergraduate and graduate students who engage in experiential learning

opportunities (both on campus and in the community). Moreover, the department has also increased its community outreach through the activities of the Center for the Study of Health, Religion, and Spirituality. These activities, in collaboration with widespread dissemination of the departments' research (both theoretical and applied) and successful placement of undergraduate and graduate students will substantially contribute to ISU's goal to be recognized for pre-eminence.