Indiana State University

2006 - 2007 Academic Annual Report

Department of Psychology

Vision Statement

<u>View/Modify Vision</u>

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

Complementing strategic goal #1 of enhancing undergraduate education, the primary goal of the psychology department is to maintain the quality of our undergraduate program. As we determined a number of years ago through considerable discussion, the particular outcomes we want for our undergraduates is: 1) a basic understanding of psychological principles and knowledge, 2) enhanced critical thinking skills, statistical reasoning and data analyses skills 3) better information acquisition and syntheses skills 4) better writing and communication skills We have two graduate programs which contribute to advancing strategic goal #2. The primary goal for our master's program is to prepare students to enter doctoral level psychology programs and to be better researchers. To advance those goals, we offer a well-rounded broad-based graduate survey curricula with individualized research opportunities and expectations. Our primary emphasis is on enhancing research skills. In our Psy.D. program, the primary goal is to train students to be licensable health care providers. The program seeks to develop a professional identity which values and pursues:1) excellence in clinical practice 2) a spirit of active inquiry and critical thought 3) an enduring commitment to personal and professional development 4) active sense of social responsibility combined with appreciation for diversity 5) a commitment to the development and application of new knowledge. The Psychology Department believes that learning about psychology requires learning about research. Research instruction is embedded in almost all of our classes. We believe students should get involved in various phases of the data process and students are routinely included in many aspects of faculty scholarship. Faculty routinely present and publish theoretical and empirical articles and chapters, and some write books. In addition, depending on the faculty member's areas of research expertise, grants are also strongly encouraged. Our licensed clinical faculty are also expected to provide clinical expertise in appropriate venues. Students are routinely included in the various realms of psychology faculty's scholarship and are also encouraged to individually contribute to scholarship in psychology.

Year in Review

<u>Accomplishments</u>

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 accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. The Clinical Psychology Doctoral Program was named a program of regional distinction. 2. The Center for the Study of Health, Religion, and Spirituality, which is housed in the Psychology Department, was named a program of regional distinction. 3. Psychology faculty made numerous research and clinical practice presentations in academic and community venues. 4. In collaboration with the Department of Social Work, the Psychology Department hosts a continuing education series for professionals, funded by Hamilton Center.

<u>Research and Scholarship</u>

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based 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?

During the 2206-2007 academic year, the Psychology faculty published 39 papers summarizing and reporting their discipline-based scholarship. In addition, the faculty made 44 research presentations at regional and national conferences as well as conducted many clinical workshops and symposia. I am very satisfied with the Department's overall performance in this area. Every faculty member published at least one scholarly paper during this academic year, with an average of 3 publications per faculty member. Three faculty currently have external grants, and several additional faculty are "on track" to grow in this arena as well.

<u>Grants, Contracts & Off Campus Professional Service</u>

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?

During the 2006-2007 academic year, Psychology faculty have been engaged in research collaborations with the University of Pennsylvania, Duke University, and the University of Michigan. The Department has research grants exceeding $2 million (distributed over multiple years). Two faculty were recognized as promising scholars for proposals that should result in more external funding. The Department is doing quite well in this area, and I expect our successes to continue to include a greater number of faculty. Psychology faculty engage in numerous forms of off-campus professional service, including peer reviewing of manuscripts for multiple journals, participating as members and officers in research and clinical divisions of professional socieities. One faculty member conducted multiple consultation and/or site-visits related to accreditation of clinical programs, and another faculty was named to a national committee to develop medical and mental health standards for the prevention and treatment of prison sexual assault. Others have participated in grant review panels for the National Institute of Health. Our faculty are actively engaged in the discipline and I see no need for improvement in this area.

<u>Teaching</u>

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

The Psychology Department is currently involved with the National Center for Academic Transformation in an effort to redesign our General Psychology course. The course has traditionally been taught in medium-sized sections (~50 students) by doctoral-level graduate students in the department. In an effort to reduce course drift, to introduce students to faculty in the department, and to improve student learning, the course is being revised. Approximately one-third of students enrolled in General Psychology in the spring semester were introduced to a new class format. This class was taught by a full-time tenure-track faculty member in a large section (~90 students). Students were expected to complete out-of-class quizzes and to attend a 1-hour discussion each week. The number of lectures was reduced from three to two per week to accommodate the discussion groups. The Psychology Department will continue to fine-tune the course and is offering both traditional and redesigned sections in Fall, 2008. Learning outcomes and completion data will be gathered to assess the effectiveness of the new course format.

<u>Course Scheduling/Enrollment Management</u>

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

The Psychology Department makes an effort to offer all required courses for the major at least once per year. Traditionally, psychology majors have not had difficulty accessing the courses in our department that they need to graduate. To avoid potential problems in this area, we include information on projected courses in our monthly electronic newsletter to majors. We also attempt to assist those students who do encounter difficulties in meeting the major requirements in a timely fashion.

Outreach

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

Although some universities are offering psychology degrees over the web, we question the viability of successfully providing psychological training via this medium. We believe, however, that there are opportunities for developing web-based courses that garner good enrollments; however, we do not have the faculty to do so at this time (Almost all of our on-campus classes are larger than the maximums that would be placed on web-based classes. Thus, it is not a "cost-effective" means of delivery of our instruction at this time).

Assessment

Please share your stated student learning outcomes.

1. Mastery of major terms/theories across the core areas of psychology 2. Knowledge of basic research methods employed in psychological science 3. Knowledge of basic statistical techniques used by psychological scientists 4. Critical evaluation of psychological science presented in scholarly sources 5. Excellent communication skills as displayed in writing and speaking 6. Application of course material to real-world problems and difficulties

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

Psychology faculty are committed to serving out local community with their expertise. Dr. Liz O'Laughlin is developing a Family Connections web site and resource guide to assist parents and professionals in becoming more aware of the services for children/families in our communities and to do a better job of getting the right people to the right places. Dr. O'Laughlin also provides consulting to local schools, teachers, and medical professionals regarding ADHD assessment and treatment. Dr. Tom Johnson provides assistance to state-level drug authorities in the evaluation of meth treatment programs in Indiana prisons. Dr. Jennifer Boothby is collaborating with the Vigo County Jail to assess rates of mental and physical health problems among offenders. Dr. Michael Murphy frequently performs forensic evaluations for the local court system, and he provides clinical services to individuals with mental health needs in the community. Dr. Kym Bennett continues to work with Union Hospital in developing stress management protocols for patients undergoing cardiac rehabilitation. Faculty and graduate students also provide clinical services to the local community through the Department's Psychology Clinic. In conjunction with the Department of Social Work, Psychology provices educational training for Hamilton Center staff annualy (which is supported by an endowed gift from the Hamilton Center). The Center for Health, Religion, and Spirituality, which is housed in the Psychology Department, also hosts numerous educational events,

including speakers and workshops, that have been attractive to the broader community.

<u>Experiential Learning</u>

What is your vision for experiential learning in your department?

Given the centrality of experiential learning in our discipline, the Psychology Department seeks to offer a variety of experiential learning opportunities for students.

<u>Fundraising Activities</u>

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

The Department Chair has met with the College Development Officer to discuss priorities for the department and has put together a departmental newsletter for alumni that may serve to increase alumni donations.

Quality

<u>Quality</u>

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

Faculty would be better able to offer a breadth of experiential learning opportunities and to support quality community engagement activities if their work in these areas was better supported. The fellowships offered by the Center for Public Service and Community Engagement are a great example of such support.

<u>Feedback</u>

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

The Task Force on the First Year made a number of important recommendations regarding student success and retention, and I'd like to see a returned focus to these recommendations. Additionally, courses that are particularly expensive to offer and those with high rates of student failure would be good candidates for the course redesign process offered through the National Center for Academic Transformation. Fine tuning our courses will also promote greater student retention.