



**THE DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES
PSYCHOLOGY PROGRAM HANDBOOK**

MAY 2015

Psychology

The Psychology Program provides a curriculum designed to develop a broad foundation of knowledge in the discipline of psychology and to equip students for pursuing careers in a variety of fields, such as mental health, drug/alcohol counseling, community/social services, business, advertising, marketing, and education. In addition, an undergraduate degree from our program provides an excellent foundation for graduate study. Students who major in psychology take a common core of courses to attain a comprehensive knowledge base of the discipline, an understanding of research methods used by psychologists, and hands-on research experience. Electives provide a deeper understanding of sub-topics within the field.

Our program is dedicated to student-centered research. Students have several opportunities to gain practical, hands-on research experience. In particular, our program houses the **Human Psychophysiology Laboratory**, a teaching lab equipped with state-of-the-art recording equipment. This lab is a student-centered workplace where undergraduates are trained in the measurement and analysis of the physiological underpinnings of emotional and mental processes.

3. To foster sensitivity to the ethical standards in research and an appreciation for human diversity.
4. To develop effective verbal and written communication skills.
5. To provide an atmosphere of professional development in order to prepare students for graduate school and the workforce.

Requirements

The Psychology Program requires a minimum of 120 semester hours for a Bachelor of Science

2. How psychology applies to the practice of their discipline and to other disciplines, to society, and to their own lives.
3. The causes of human behavior and their consequences.
4. To identify, evaluate critically, and seek solutions to problems related to psychology.
5. Learn about tools of statistics and biological sciences to analyze complex problems related to psychology.
6. How to communicate original thought in written assignments.

PSYC 2303, History and Systems:

4. Summarize and describe distributions of scores with measures of central tendency and variability.
5. Understand when and how to use z-scores to describe locations within a distribution and to standardize entire distributions.

PSYC 3301, Psychology of Learning: Covers the traditional issues and topics on learning and memory. Practical applications of learning theories are also covered including theories of conditioning and cognitive learning. *Offered face-to-face.*

Course Objectives: Having successfully completed this course, students will be able to:

1. Describe the classical conditioning and operant conditioning paradigms and provide examples of its use.
2. Know about the applications of the principles of learning in modifying behavior.
3. Describe cognitive approaches to understanding learning and memory.
4. Have knowledge of contemporary theories, principles, and research on the cognitive aspects of learning and instructional processes.
5. Understand the cognitive processes and strategies in students learning and academic performance.
6. Understand the role of motivation in learning and performance.

PSYC 4300, Psychological Statistics II: The second of a two-semester course in statistics. Familiarizes students with the basic principles and concepts in statistics useful to behavioral and social scientists in the design of experiments, analyses and interpretation of experimental results.

5. Enter data, clean data, carry out statistical procedures, and create graphs and tables using the SPSS statistical software package.

PSYC 4301, Experimental Psychology: Deals with the scientific approach to the systematic investigation of psychological phenomena. Topics include the logic of experimental design and basic principles of experimental research. It is strongly recommended that the student take PSYC 4300, before enrolling in this course. *Offered face-to-face.*

Course Objectives: Having successfully completed this course, students will be able to:

- 1.

5. Understand the importance of health disparities in psychological research.

PSYC 4310, Seminar in Psychology: This capstone course has two major components. The

2. Understand how research is conducted by developmental psychologists, including research methodology and ethical issues, and be able to critically assess the validity of information reported in the media.
3. Be familiar with the nature-nurture debate, and realize the impact that culture and diversity have on development.
4. Communicate original thought in written assignments.

3. Articulate the different theoretical approaches offered by personality psychologists to account for human behavior, and identify the methods used to investigate these issues.
4. Evaluate the limitations of the theoretical approaches and methods used by personality psychologists to examine human behavior.
5. Communicate original thought in written assignments.

PSYC 3303, Abnormal Psychology:

assessment. This class will help you to acquire the skills that will enhance your abilities to effectively interact with psychological tests – whether as users, examinees, policy-makers, or parents –long after you have graduated. By the end of this class you will understand the statistics behind what makes a test a good test in order to make informed test giving and taking decisions, and be able to make informed choices about testing in your personal and professional life.

Course Objectives:

1. Be able to explain and use core methodological and theoretical concepts concerning psychological measurement (e.g., reliability and validity).
2. Understand ethical and professional responsibilities in psychological test design and use (APA standards).
3. Be able to evaluate professional and popular press articles concerning basic measurement issues.
4. Make effective judgements about testing situations in their own lives.

PSYC 3306, Sensation and Perception: Deals with the basic issues and topics in sensation and perception with emphasis on visual and auditory perception. *Offered face-to-face.*

Course Objectives: Having successfully completed this course, students will be able to:

1. Describe key concepts, principles, and overarching themes in sensation and perception.
2. Describe applications of sensation and perception research.
3. Use scientific reasoning to interpret psychophysical phenomena.
4. Demonstrate understanding of psychophysical concepts and phenomena through presentations.

PSYC 3307, Psychology and Law: Explores psychological issues and processes encountered within legal contexts; the production and application of psychological knowledge and research findings in the criminal and civil justice systems. Subareas of the field include forensic, criminal, legal, police and correctional psychology.

Course Objectives:

1. A broad overview of how psychology and the legal system intersect.

3.

3. Learn about the topics in personnel psychology and organizational psychology as the two major subareas of I/O psychology (industrial, organizational).
4. Explore theories and research in the psychosocial aspects of work including job satisfaction, work motivation, occupational stress, leadership.

PSYC 4307, Human Factors: Human Factors Psychology addresses issues which relate to the interface between people, machines, and the environment in order to assure the safe and efficient operation of products and systems. Prerequisites: PSYC 2300. *Offered face-to-face.*

Course Objectives:

1. Develop an appreciation of human capabilities and their implications for system operation and performance.
2. Develop task analysis and other skills to understand human/machine interactions and guide human considerations in design of systems.
3. Develop knowledge regarding human capabilities, limits, and tendencies relevant for design.
4. Better appreciation of the human elements in modern technology that relate to efficiency and safety of its use and operation.

PSYC 4309, Health Psychology: The goal of this class is to synthesize the history, theory, research, and clinical practice in the field of health psychology which is concerned with the roles of biobehavioral, psychological, and social/environmental factors on health and illness. *Offered face-to-face and occasionally on the web.*

Course Objectives: Having successfully completed this course, students will be able to:

1. Know the origins and history of Physiological Psychology.
2. Be able to explain to others what Physiological Psychologists do in academic, research, and clinical settings.
3. Understand the physiological mechanisms involved in perception, movement, motivation, learning, emotions, and mental disorders.
4. Know the anatomy, physiology, and chemical activities of cells in the nervous and endocrine system.

5. Be able to consume popular and academic reports on topics related to physiological psychology.

PSYC 4311, Str

PSYC 4313, Advanced Social Psychology: Advanced Social Psychology addresses

PSYC 4610, Internship in Psychology: The course is designed to expose students to a supervised internship that provides practical work experience and/or appropriate preparation for

Courses Taught: PSYC 2300, General Psychology; PSYC 2302, Developmental Psychology; PSYC 3302, Psychology of Personality; PSYC 3307, Psychology and Law; PSYC 3300, Psychological Statistics I; PSYC 3310, Social Psychology; PSYC 4300, Psychological Statistics II; PSYC 4301, Experimental Psychology; PSYC 4310, Seminar in Psychology; PSYC 4313, Advanced Social Psychology; PSYC 4312 & 4600, Independent Studies; PSYC 4610, Internship in Psychology

Research Interests: Dr. Andrade's research interests lie within social psychology, particularly on issues of social inequality based on race, class, gender, and sexual orientation. She is currently involved in progressing four main lines of research in this vein: (1) the negative impact that sexist novels may have on women and society, (2) social class marginalization based on stereotypes, (3) racial subgroup prejudice, and (4) the personal and interpersonal costs of covering a sexual identity.

Anthony Austin, Ph.D., Assistant Professor of Psychology

Contact Information:

Email: austina@uapb.edu

Phone: 870-575-8189

Psychology; PSYC 4302, Physiological Psychology; PSYC 4309, Health Psychology; PSYC 4310: Seminar in Psychology; PSYC 4311, Stress, Health and Disease; PSYC 4312 & 4600: Independent Studies

Research Interests: Dr. Austin's research interests center on the impact of psychological stress on markers of disease and how psychological stress is associated with cardiovascular disease. He is also interested in health disparities, the epidemiological impact of psychological factors on health, ways of coping with acute pain, and general psychophysiological research methods.

Albert Toh, Ph.D., Professor of Psychology

Contact Information:

Email: toha@uapb.edu

Phone: 870-575-8177

1200 North University Drive, Mail Slot 4988

Pine Bluff, AR 71601

Education:

Ph.D. in Human Factors/Psychology (1983): University of South Dakota

M.Sc. in Applied Psychology (1979): University of Aston, Birmingham, U.K.

B.Sc. in Psychology (1977): University of Hertfordshire, Hatfield, U.K.

B.A. in Theology (2007): St. Gregory's University, Oklahoma

Courses Taught: PSYC 2300, General Psychology; PSYC 2003, History and Systems of Psychology; PSYC 3301, Psychology of Learning; PSYC 3308, Cognitive Psychology; PSYC 3307, Psychology and Law; PSYC 4303, Industrial/Organizational Psychology; PSYC 4307, Human Factors/Engineering Psychology.

Research Interests: Dr. Toh's current scholarly and research interests are in the areas of criminal

