

**PSYCHOLOGY DEPARTMENT**

**COLLEGE OF STATEN ISLAND**

**SELF-STUDY 2011**

**Outcomes Assessment Committee: Florette Cohen, Peter Costa, Darryl Hill, Dan**

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## **PREAMBLE**

In our last self-study, in 1999, reviewers of our department (we were at that time the department of Psychology, Sociology, Anthropology, and Social Work) found that our facility, faculty, students, and curriculum were very strong or superior to many similar departments (Capuano & Denmark, 1999). Reviewers noted that a recent decline in majors could be reversed if the department implemented major changes: develop tracks within the curriculum; revise PSY 100; offer more courses to non-majors; gain autonomy from the Psychology, Sociology, Anthropology, and Social Work department; improve student advising; compensate faculty for independent studies; and, increase funding for travel to professional conferences or development.

The faculty response to this self-study (Blair, Brooks, Caudle, Hegarty, Kest, Koppersmith, Meehan, Orlovsky, Ploog, Rosen, Schobuch, Sussman, & Taub, 2000) agreed and identified a few other priorities: establish a committee to assess outcomes; improve advising with a checklist; and, develop a new M.A./M.S. program.

Most of these priorities have been accomplished. We have developed tracks in our curriculum. We offer the most popular course on campus, *Introduction to Psychology* (PSY 100), where most enrolled students are not majors. We have taken steps to improve advising. Faculty are compensated 0.5 credits per independent study student. There is an outcomes assessment committee. We have advising checklists for both the BA and BS. We have a new M.A. program and participate in an M.S. program, *and* we have expanded our offerings through a new B.S. program.

Moreover, the most basic of those goals, achieving an autonomous Department of Psychology, was completed in Fall 2002. This dramatic change to the department has been met with tremendous growth in our faculty, students, and ambitions. The following report documents our program, and changes to our program, since our last self-study.

## **I. MISSION AND GOALS**

### **A. Our Mission**

The mission of our department is:

“The Psychology Department at the College of Staten Island embodies the College's commitment to educational excellence through scholarship, service, and teaching. We provide our students with a comprehensive understanding of the scientific study of behavior and experience through our broad curriculum. We foster critical thinking through a variety of research and internship opportunities. We help our students to develop lifelong learning skills as they design, execute, and summarize research investigating how biology, culture, social context and the environment influence psychology. Our active participation in graduate programs at the college and at the CUNY Graduate Center provides our students with continued access to excellence as they prepare for careers in psychology and allied fields.”

The mission of our Master of Arts Mental Health Counseling Program is:

“The program’s mission includes: meeting the needs of the state, city, and local community for high quality mental health counselors, and meeting the needs of current and future Mental Health Counselors in the community for high quality training. The mission of the Mental Health Counseling program, as well as its objectives and student learning outcomes, will be developed and revised through self-study on a regular schedule. This evaluation process will be based on input from program faculty, current and former students, and personnel in cooperating agencies.”

## **B. Our Goals**

### **Undergraduate Program**

In 2011, we adopted the goals and learning outcomes recommended by the American Psychological Association for undergraduate psychology programs. The *APA Guidelines for the Undergraduate Psychology Major Programs* specifies 10 goals (American Psychological Association, 2007) grouped under two main categories of learning goals: knowledge, skills, and values for psychology and for a liberal arts education. All 10 goals are considered appropriate goals for a psychology program; the last five particularly appropriate for our general education courses. The last goal, Goal 11, is an additional goal related to our objectives with respect to the program as a whole, and not only related to student outcomes. These goals apply to both of our Bachelor degree offerings.

#### **1. Knowledge, Skills, and Values Consistent With the Science and Application of Psychology**

This category represents activities that provide hallmarks of psychology education. Responsibility for development in and assessment of these areas rests primarily with the psychology faculty in coursework or psychology advising.

##### **Goal 1: Knowledge Base of Psychology**

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

##### **Goal 2: Research Methods in Psychology**

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

##### **Goal 3: Critical Thinking Skills in Psychology**

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5: Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**2. Knowledge, Skills, and Values Consistent With Liberal Education That Are Further Developed In Psychology**

This category includes activities that are usually part of a general education program or liberal education. Thus, these goals reference our courses that are part of the general education program at the college. Responsibility for student development in these areas and assessment of students' achievements tend to be shared across a broader range of disciplines than just psychology; however, psychology coursework can contribute to and expand upon these general education goals in significant ways. In turn, well-developed liberal education skills can contribute to student achievement within the psychology major.

Goal 6: Information and Technological Literacy

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7: Communication Skills

Students will be able to communicate effectively in a variety of formats.

Goal 8: Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9: Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10: Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

### 3. Goals Related to the Program as a Whole

The Psychology Department adopted benchmarks to evaluate our effectiveness (Dunn, McCarthy, Baker, Halonen, & Hill, 2007). Dunn and colleagues proposed eight domains of activities to be considered when evaluating undergraduate psychology programs. Their domains address student learning, but also the other major activities in an undergraduate program. The eight domains are: curriculum, assessment issues, student learning outcomes, program resources, student development, faculty characteristics, program climate, and administrative support. They also set benchmarks for each of those domains so that one could recognize an *undeveloped* (efforts are counterproductive to the mission), *developing* (marginal efforts), *effective* (adequate, appropriate, and positive contributions to the mission), and *distinguished* (exceptional) program efforts.

#### Goal 11: Achieve *Effective* Program Efforts in All Eight Domains

We seek to achieve effective program efforts in our curriculum, assessment efforts, student learning outcomes, program resources, student development, faculty characteristics, program climate, and administrative support.

### Graduate Program

The goals of the Mental Health Counseling program are:

- To prepare graduate students to meet the New York State requirements for licensing in Mental Health Counseling.
- To meet the needs of the growing number of prospective applicants from the Staten Island and surrounding communities who are interested in applying to CSI and entering the ever expanding field of Mental Health Counseling.
- To expand CSI's services to the community by establishing internship sites and additional collaborations with mental health agencies on Staten Island, and by offering increased availability of mental health service providers on Staten Island and the surrounding New York Communities.
- Provide a reliable source of qualified intern trainees to increase the staffing resources of the CSI Counseling Center.

### C. Linkages to CSI and CUNY Missions

The Chancellor of City University has articulated the mission of CUNY:

“A commitment to providing first-rate academic opportunities for students of all backgrounds: That has been The City University of New York’s mission since its founding in 1847. Today, CUNY is a higher education destination, a magnet for talented students including three Rhodes Scholars selected since 2005. Enrollment is at record levels, and high-achieving students increasingly choose CUNY colleges, recognizing their great value and *paths to professional success*.”

Teaching, research and public service are the hallmarks of the best universities, and CUNY is deeply committed to all three. Our world-class faculty members have won nearly every award in their fields, and increasing our full-time teaching ranks is a top priority. CUNY has emerged as one of the nation's premier research institutions: Our planned, state-of-the-art Advanced Science Research Center is already drawing renowned scientists to the University. CUNY invigorates the city and state through partnerships with public schools, economic development initiatives, immigration and financial advice hotlines, and other outreach. We provide New York with graduates trained for high-demand jobs in the sciences, technology, math, teaching, nursing and other critical and growing fields.

From the William E. Macaulay Honors College at CUNY, to graduate offerings including the CUNY Graduate School of Journalism and soon-to-open CUNY School of Public Health, to customized certificates for working professionals, *our students find intellectual challenge through convenient, affordable courses of study. Flexible schedules, financial aid, child care and other services give them every opportunity to achieve their educational goals.*”

The mission of the College of Staten Island is as follows:

“Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.”

Given that our department’s mission was developed with an eye to the mission of CSI and CUNY, there is a strong convergence of ideals and mission. The quest for excellence, for example, is a driving force in each of the missions. Our mission to develop critical thinking in research and applied settings adheres closely to CSI’s mission to develop the minds and spirit of our students. In addition, our mission to prepare students for careers or further graduate work coalesces underscores CUNY’s goal of professional success. Our mission to study how different forces, such as culture and social context influence psychological development, directly addresses the CSI mission of sensitivity to pluralism and diversity. Finally, our mission to develop lifelong skills in our students addresses CSI’s mission of contributing to our students’ lives in our city and beyond.

## **II. PROGRAM ORGANIZATION**

The Psychology Department is the home for a Bachelor of Arts and Bachelor of Science degrees. It is also home to a Masters of Arts program in Mental Health Counseling.

The program is administered by a chair person and a deputy chair. The system of one or more deputy chairs has been used across the past 5 years as a way to distribute the administration of the department among faculty and to assist in keeping faculty aware of and a party to the development of CSI and CUNY policies.

The departmental Appointments Committee serves as an Executive Committee whose primary tasks are to mentor junior faculty and review and decide on hiring, reappointment, and tenure. There is a Promotion Committee of the whole and standing departmental committees for Curriculum and Outcomes Assessment.

The affairs of the department are overseen by a committee comprised of the faculty as a whole, which meets monthly during the academic year.

### **III. CURRICULUM**

#### **A. Philosophy of the Program**

##### **Undergraduate**

The requirements for the major and minor in both the BA and BS programs are listed in Appendix A. The core requirements for both degrees imply that the philosophy of the program is to train students to be researchers (with the completion of courses in statistics and research methods), to have a broad overview of the field (with courses such in the history and philosophy of psychology), and to have a wide choice in their electives.

Some of our courses, *Psychology of Women* (PSY 268), *Gender and Sexuality* (PSY 235), *Mentoring and Adolescent Development* (PSY 340), and *Contemporary Issues in Human Sexuality* (PSY 355), are cross-listed with the Women, Gender, and Sexuality Studies program.

Several of our courses are general education offerings. *Introduction to Psychology* (PSY 100) is the most attended course on the CSI campus, counts as a “Social Scientific Analysis” course, and is central to our major. Other courses that count for “Social Scientific Analysis” credit are: *Psychopathology* (PSY 202), *Theories of Personality* (PSY 226), *Developmental Psychology* (PSY 242), and *Cognitive Psychology* (PSY 288). *Cross-cultural Psychology* (PSY 213) is a “Contemporary World” general education course. Several courses address the “Pluralism and Diversity,” another general education requirement: *Cross-cultural Psychology* (PSY 213), *Psychological Perspectives on Disabilities* (PSY 215), *Psychology and Chinese Culture* (PSY 217), *Gender and Sexuality* (PSY 235), and *Psychology of Women* (PSY 268). All Psychology courses (except *Stress Management* (PSY 103), *Methods of Applied Behavior Analysis* (PSY 211), *The Child in the Community* (PSY 318), *Mentoring and Adolescent Development* (PSY 340), and *Counseling Psychology* (PSY 368) count towards “Liberal Arts and Sciences” requirements.

## **Graduate**

The philosophy of the graduate program is as follows:

“Mental health counseling is a field within the practice of professional counseling. Mental health counselors work with individuals, families, and groups to address and treat emotional and mental disorders and to promote mental health. The settings in which mental health counselors work are diverse and include the following: hospitals, private and public outpatient facilities, schools, agencies, employee assistance, industrial and organizational settings, advocacy, substance abuse treatment facilities, criminal justice, and private practice.

The core faculty who teach and supervise student progress are concerned about the vicissitudes, the challenges, and the difficulties inherent in the human condition; our curriculum reflects these concerns as well as fulfills New York State requirements for licensure as a mental health counselor. We will continually address cultural and social problems as they emerge and change in our diverse and challenging world. We will teach our students to carry out their professional responsibilities in ways that promote social justice. We intend to prepare students to work with children, adolescents, adults, families, groups, and organizations using their highly developed cognitive and affective skills. We believe that counseling professionals ought to have a lifelong learning commitment that will support their continual inquiry into new ways of helping people.”

## **B. Course Offerings**

### **Undergraduate**

There is no established “cycle” to offering courses. Our core courses are offered every semester, in multiple sections. The elective courses are offered according to availability of faculty and their preferences. Due to our extensive evening and weekend course offerings, students do not have to attend classes during the day to earn their psychology degrees.

We assure that students have the proper background for each of our courses, and establish guidelines for course sequences by using prerequisites. For example, majors must first take the CUNY mathematic assessment test and *Introduction to Psychology* (PSY 100) before they can register for *Foundations of Psychological Research* (PSY 201). After passing PSY 201 with a minimum grade of C and passing one of two mathematics courses, student can then register for *Statistics in Psychology* (PSY 266). Prior to registering for the capstone laboratory experimental course, students must pass PSY 266 with a minimum grade of a C and complete one of the 200-level content area courses.

The full list of courses, along with enrollment caps, offered by our department is listed in Appendix B.

In terms of enrollment, almost every course, every semester, is fully enrolled. Our department strives to ensure that students who hold jobs during the day, have the opportunity to progress in



our major by offering courses in the January and summer terms, and in the evenings and weekends during the fall and spring semesters. Unfortunately, we are somewhat limited by the college's resources (available faculty and the adjunct budget) in these offerings.

The department consciously and vigorously promotes ways for students to specialize and focus their education choices. A guide, published in hardcopy and available on the website, communicates various "tracks" in psychology and which courses might be appropriate for those tracks (Appendix C). We have identified four major "tracks":

- 1) Social Psychology (including Social/Cross-cultural Psychology, Applied Social Psychology, Industrial/Organizational, Social Justice/Community/Forensic, Psychology of Gender & Sexuality);
- 2) Development (including Developmental Disabilities and Applied Behavioral Analysis, Child Psychopathology, Child Development);
- 3) Health/Clinical Psychology (including Public Health/Health Psychology, Clinical/Counseling Psychology); and
- 4) Cognitive Psychology, Neuroscience & Neuropsychology (including Experimental Cognitive Neuroscience, Experimental/Cognition, Experimental/Neuroscience, Clinical Neuropsychology).

Students have ample opportunities to pursue their interests through a wide range of elective courses for each of these tracks. Given the wide array of courses that address these tracks, students can easily subscribe to classes in all tracks throughout their four-year degrees.

## **Graduate**

The following are the courses and flow for our graduate program which includes coursework and internships over a 2 ½ year period.

### FALL 1

PSY701 Foundations of Mental Health Counseling  
PSY702 Psychopathology  
PSY703 Developmental/Lifespan Psychology  
PSY710 Assessment in Counseling  
Pro-seminar

### SPRING 1

PSY721 Cognitive/Behavioral and Behavioral Approaches to Counseling  
PSY722 Theories of Psychodynamic/ Humanistic and Experiential Approaches to Counseling  
PSY739 Clinical Instruction

Pro-seminar

SUMMER 1

PSY740 Mental Health Counseling Practicum  
Special 10-week academic session with 100 clock hours

FALL 2

PSY711 Ethics/Child Abuse for Counselors  
PSY712 Social/Cultural Foundations of Counseling  
PSY725 Group Theory and Practice  
PSY781 Mental Health Counseling Internship I (200 hours)

SPRING 2

PSY723 Advanced Multicultural Counseling  
PSY731 Research and Program Evaluation Methods in Mental Health Counseling  
PSY782 Mental Health Counseling Internship II (200 hours)

FALL 3

PSY745 Career Development  
PSY783 Mental Health Counseling Internship III (200 hours)

Students also choose two electives from below:

PSY724 Immigrant/Family Counseling  
PSY741 Alcohol and Substance Abuse Counseling  
PSY744 Counseling for Grief and Loss

#### **IV. ASSESSMENT**

##### **A. Student Outcomes and Curriculum Changes**

The goals of the department are associated with specific expectations for student learning outcomes (Appendix D). These were adopted in the Fall 2010 semester.

Since these goals have only recently been adopted, we have begun working on developing specific learning outcomes for every course connected to these goals. Every course in the department has learning outcomes listed on the course syllabi. Unfortunately, not every course has “official” learning outcomes approved by the CSI Curriculum Committee, and these outcomes may or may not be related to our program goals. Many courses were proposed before the contemporary effort to have learning outcomes. Thus, we will have to propose learning outcomes for these older courses, compile the learning outcomes that do exist for newer courses, ensure that these learning outcomes contribute to our program goals, ensure that these official

learning outcomes are listed on each course syllabus, and are consistent across sections of the same course. Once every course has a set of learning goals that reflect, at least partially, the overall program goals, then we will commence the measurement of specific learning outcomes for our courses, probably beginning with the PSY 100, then our general education courses, then the remaining courses. This is a priority for our Outcomes Committee, and we have already begun research, as explained below in the section on *Psychology Curriculum Mapping*.

### **Assessment of Learning Outcomes: Developmental Psychology**

We have tested the learning outcomes for one course: PSY 242 Developmental Psychology. A report on this test outlined the goals, results, and limitations to this evaluation (Appendix E). Professors Berger, Blair, and Brooks explored whether two learning goals were achieved: (1) think critically, at a rudimentary level, by analyzing assumptions and biases, and by considering alternative explanations and (2) be able to relate the facts, theories, and methods of developmental psychology to everyday problems and real world concerns.

They selected student papers from the class paper assignment directly seeking to achieve these goals. Two of the three sections for PSY 242 were tested. About 1 out of every 4 students in each section produced strong evidence of critical thinking and application in their essays, but there were students in each section who failed to show any evidence in their written work of achieving either learning goal.

The authors of this report thought that many students were in need of learning assistance and would be likely to benefit from a smaller class size, whereby the faculty could provide more individualized attention. They also felt that a better test would be to compare first and final papers with respect to evidence of critical thinking and application of developmental psychology. There should also be some attempt to control for student competency (i.e., number of credits completed, number of previous psychology courses).

This was seen as a useful pilot study on testing learning outcomes, but resolution of the difficulties in this process is very difficult. Reducing class size is impossible in the current push to educate more students, changing the testing procedures is challenging given the necessary coordination across all sections of the course, including courses taught by adjunct professors, but we are planning further studies to explore connections between student competencies and learning outcomes.

### **The Core Concept Survey**

In the Spring of 2004, a “Core Concept Survey” was designed and administered to our students (Appendix F). The committee was interested in knowledge: specifically, the content domain of psychology, as assessed by the “concept survey.” Students were asked to give an example or explanation for eight basic concepts in psychology. Faculty scored the responses. Inter-rater reliabilities from a select group of five faculty were good at  $r = 0.78$  accounting for about 60% of the variance. The data confirmed the hypothesis that as the level of instruction increased, the scores increased. The means for the 100-, 200-, and 300-level students were 2.98 ( $SD=1.36$ ), 3.37 ( $SD=1.72$ ), and 4.79 ( $SD=2.17$ ) respectively. It was determined that although this was

helpful information, there are currently higher priorities for our department's assessment activities. The goal of the next phase of outcome assessment will be to begin to codify the domains contained within the quantitative reasoning concept.

### **Psychology Curriculum Mapping: Links Between Courses and Program Goals**

Once we established program goals for our department, we decided the first step was to understand how well our course offerings meet these goals. To this end, we asked each of the full-time and adjunct faculty in our department to indicate to what level their courses met each of the 8 departmental program goals. The purpose of this exercise was to initiate the goal of providing learning objectives for each course that are congruent with the program goals of the department. In fall 2012, course instructors will be provided with learning objectives that are tailored for individual courses, based on the data presented below. Instructors can add additional learning objectives as necessary, but there are common core learning objectives that must be stated for each section of a particular course.

Twenty-six full time and adjunct faculty in the spring semester of 2011 rated how a course matched each of the 8 program goals for each of the courses they have taught or will teach in the period from fall 2008 to fall 2011. For each program goal, faculty were asked to rate the level of engagement with which they teach the course on a 4 point scale (0: does not address; 1: Introduces Concepts; 2: Reinforces Concepts; 3: High Level of Engagement). This scale was adopted from the scale generated by the CSI Office of Institutional Research and Assessment to generate similar curriculum maps for general education courses at CSI. In all, 39 of the 54 psychology courses listed in the course catalog were evaluated in this way.

This survey (Appendix G for full results) concluded that multiple courses achieve one or more of the program goals with a high level of engagement. Of particular note are the 6 credit laboratory courses (PSY 33X), which show a high level of engagement in multiple domains.

### **Student Ratings on Program Goals**

We have some new data showing that our students believe we are accomplishing most of our program goals. In the spring 2011, we surveyed every major in the undergraduate program of psychology. The total number of respondents was 326 students (out of a possible 829). This included both BA and BS students. We gave them a rating form requiring them to consider how well the psychology department is doing on our main program goals (Appendix H). These questions were derived from our program goals. This new survey device was designed specifically to elicit opinions from our students on how well we were meeting our program goals. Students rated our success on various goals, on a five point scale.

The aggregate raw data responses from this survey (Appendix I) suggest that, at least according to an anonymous survey of our majors in Spring 2011, our department is effectively meeting some goals, perhaps even achieving a distinguished level of accomplishment, but is still developing in other domains.

In terms of our goals referring to preparing our students with basic content, the mean student rating was above 4.0 (out of 5), with the exception of “historical trends in psychology.” In regard to preparing them for analyzing and interpreting data, the average student rating was 3.8/5. . Our students rated our program at above 4/5 on preparing them to understand culture. Our program was rated close to the 4/5 range on problem solving. Students rated their familiarity with the ethical guidelines of the APA as 3.9/5. Students felt that our program helped them gain insight, 4.32/5, use psychological knowledge in everyday life (4.23/5) and apply effective self-management and improvement strategies (3.95/5). Ultimately, 95% of students would recommend our major to another student (a rating of 3 or higher/5).

We were relatively less successful, , according to our students, at achieving a few goals. These items were preparing them to use computers and other technologies (3.51/5) and teaching them to write (3.69/5) and speak effectively (3.67/5). Our classrooms, the student lounge, the website, our advising, and our club were all rated in the 3-4/5 range, suggesting we have room for improvement in these facilities and services.

All these results were only analyzed and presented recently, so we have not yet had the resources to address our relative weaknesses. This will be a priority for future program development and assessment activity.

## **B. Assessment of Student Performance**

Faculty members assess student performance using a variety of traditional and innovative methods. Assessments of student performance vary from professor to professor. Traditional approaches include quizzes, tests, and examinations using long essay, short answer and multiple choice questions. Many professors also assign writing tasks, ranging from short, low-stakes assignments, full-length high-stakes research term papers, to substantial honors thesis reports. Some of the more innovative approaches to evaluating student performance include oral PowerPoint presentations, poster presentations at research conferences, class wikis, and student portfolios.

## **C. Learning Goals, Objectives, and Course Syllabi**

### **Undergraduate Program**

The goals of the undergraduate program are on our department webpage (Appendix D). They are also the basis of our survey of majors.

Faculty have begun to incorporate these goals, along with the specific learning objectives, into their individual course syllabi. As explained earlier, all course syllabi include learning objectives, and many have been updated to address the new learning objectives and outcomes, but work remains on ensuring that these objectives are consistent across section, reflect “official” learning outcomes, and the learning outcomes address our program goals.

As stated above in Section A, we have begun to measure learning outcomes on one course, and will soon expand this assessment once all courses have learning outcomes affiliated with our new program goals.

## **Graduate Program**

The learning outcomes for students of the Mental Health Counseling program are as follows:

- Understanding of the developmental, neurological, and diagnostic issues essential to effective mental health treatment.
- Familiarity with the major theories and techniques of psychotherapy, including psychodynamic, cognitive-behavioral, and experiential-humanistic approaches.
- Mastery of basic counseling skills via “hands on” experience as applies to the psychotherapeutic process.
- Understanding of professional, research, legal, and ethical issues applicable to mental health counseling.

## **D. Assessment Plan**

### **Undergraduate Assessment Plan**

The Psychology Department has had a consistent and concerted effort to assess its curriculum and pedagogy. Indeed, in our department, a timeline of activities shows a remarkable concern and effort with outcomes assessment since the creation of the department (Appendix J). The Psychology Department also has a representative on the college-wide assessment committee.

The main tasks for the future, listed at the end of Appendix J, are to ensure that all courses have learning goals that tap into our program goals; measure learning goals course by course; design and administer an exit survey for our majors; and, continue collecting data and assessing our program according to the Dunn benchmarks; assess the Mental Health Counseling program. The department should also focus its’ assessment activities on specific issues. For example, advising is consistently rated relatively less favorably by students. We could devise an intervention, or several, and then measure the impact on our advising ratings. Likewise, an exit survey of our majors, perhaps a year after graduation, would assist in determining our ultimate impact on the educational and occupational goals of our students.

### **Mental Health Counseling Assessment Plan**

Established in the Fall of 2009, the Mental Health Counseling program is a new program and is in the process of developing procedures and outcome measures in order to implement the assessment plan described below. Our goal is for the program objectives and learning outcomes to be assessed using formal written measures including the following:

- Student feedback concerning faculty and other aspects of the program.
- Instructor feedback about students and other aspects of the program.
- Internship site feedback about students placed as interns.

- Employer feedback regarding graduates as employees.
- Alumni feedback about their career development and experience relative to the program curriculum.

The program's faculty will conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. The faculty will establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met.

Program evaluations will be ongoing, with formal evaluation occurring as follows:

- An annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi.
- A review by program faculty of programs, curricular offerings, and characteristics of program applicants.
- Once every three years, program faculty will conduct and document formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.
- Once every three years, program faculty will conduct and document formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program.
- At least once every three years, program faculty will document use of findings from the items immediately above in program modifications.

An official report documenting outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, to program faculty, to institutional administrators, and to personnel in cooperating agencies (e.g., employers, site supervisors). The program's students shall have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences. The program's administration will provide annual results of student course evaluations to faculty and present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures. We plan on conducting these evaluations in the near future.

## **E. Program Impact**

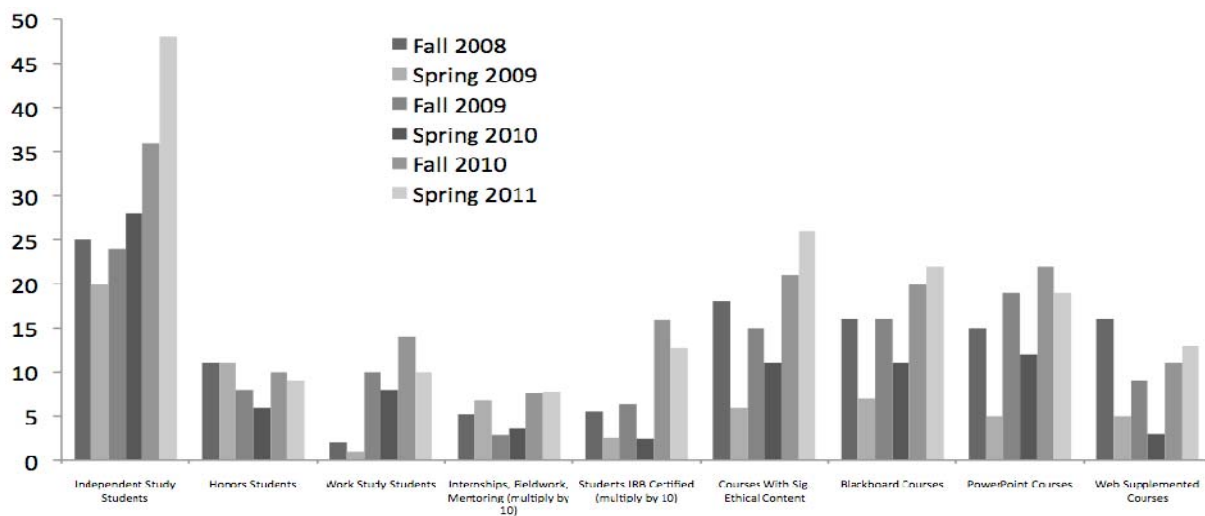
### **Process Assessment of Student Learning**

The "Faculty Outcomes Ratings Survey" asked faculty a few questions about the type of teaching they do. This is an attempt to measure the process of delivering courses and services which address our program goals. Although the measurement of process does not guarantee results, it shows that the program is delivering a process that reasonably would create desired results.

For example, each semester we asked full-time professors to tell us how many courses they taught that had significant ethical content and the number of students they certified with the IRB. Training students on ethical issues is assumed to promote ethical conduct. We also asked full-time professors how many courses they taught used Blackboard, PowerPoint, or web supplements. This is a measure of our department’s use of technology in the classroom. We also asked professors to tell us how many independent study, honors, work study, and internship, mentoring, and field work students each semester. These process variables suggest that we were delivering services that address our program goals to stimulate research and applied knowledge among our students.

As can be seen in the summary of full-time faculty ratings in Figure 1 below, we stimulate research in our students by mentoring them in independent research projects, honors theses research, promoting presentation of their work at the Undergraduate Research Conference or other conferences. In Spring 2011, we supervised almost 50 independent study students and 10 honors students. We also train our students in basic work skills by supervising increasing numbers of work study students (from 10-15 a semester), and in internships, mentoring, and field work courses (approximately 8 a semester). Our students are getting training on ethical conduct in our courses, and are being certified as ethical researchers in increasing numbers: in Spring 2011, 25 courses had significant ethical content and over 130 students were certified with the CITI IRB training. The amount of technology in our classrooms, while variable from semester to semester, is gradually increasing: our full-time faculty now use Blackboard, PowerPoint, and Web supplements in over 20 courses a semester.

**Figure 1. Faculty Estimates on Student Training by Semester**

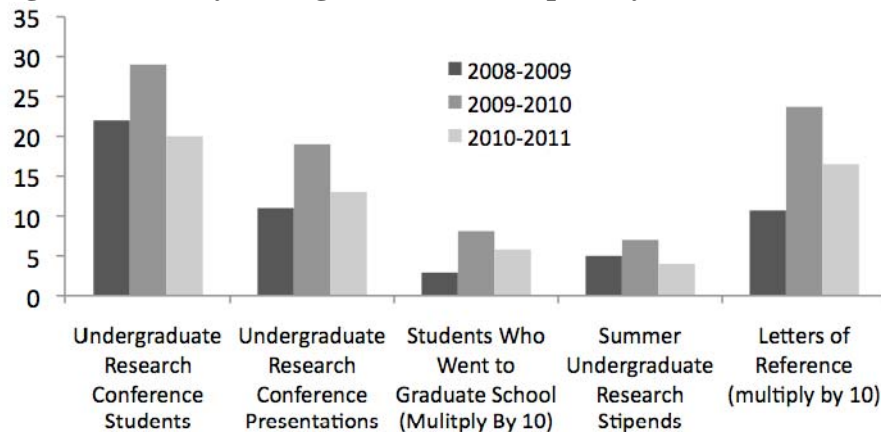


When considering the impact of research opportunities on our students over a three year period (Figure 2), we send between 20 and 30 students to conferences to present their research every year. We consistently are the largest contingent at the CSI Undergraduate Research Conference. Each academic year, we write between 100 (in 2008-9) and 250 (in 2009-10) letters of reference for our students. Over the last 3 academic years, approximately 50 to 80 Psychology students a year were accepted to graduate school. Despite this growth and active research engagement, the number of undergraduate research stipends is dwindling, mainly due to a lack of funding within



the College. Clearly, we need more precise data on these variables: many of these numbers are estimates based on retrospective ratings from faculty, and the numbers vary from semester to semester depending on who completed the reports or which faculty were on sabbatical.

**Figure 2. Faculty Ratings on Student Impact by Academic Year**



A final way in which the Psychology Department inspires and educates students about research is through our Subject Pool (“Research Participation Credit”). Students in *Introduction to Psychology* (PSY 100) (and some sections of other courses) are given course credit to volunteer for studies in research. This means that each semester approximately 1400 CSI students are required to volunteer for various studies in psychology. If students don’t wish to volunteer for research, they can also choose the option to become certified as an ethical human subjects researcher by completing the CITI Program Certification (45 completed this tutorial in Spring 2011). They may also attend a Departmental Colloquium talk (53 attended these talks in Spring 2011) which is also believed to increase their sensitivity to psychological research.

### Measuring the Dunn Benchmarks

One of the first attempts to gauge our program’s impact was reported in the Outcome Assessment Committee’s 2008/2009 report (Appendix K). This report assessed our status on two of the dimensions specified by the Dunn Criteria: curriculum and student learning. This report was basically a process evaluation of our efforts to assess whether we were delivering our program curriculum and providing services that contributing to student learning.

Based on the analysis of the data in this report, we assessed our accomplishments on curriculum as “developing” with respect to a science foundation. We rated our progress on course variety, disciplinary perspective breadth as “effective.” We considered our curricular structure and sequence and curricular ethics as “effective to distinguished.” We assessed our curricular cultural diversity and service learning as “distinguished.”

Our assessment of our student learning was similarly ranked. We felt that efforts to develop collaborative skills in our students were in the “developing to effective” range. We rated efforts at developing writing and speaking skills in our students as “effective.” Our efforts to build the

research skills of our students were ranked as “effective to distinguished.” The information literacy and technology skills of our students were considered to be “distinguished.”

### **Student Ratings of Program**

As described above in the section on “Student Outcomes,” the Spring 2011 survey of undergraduate majors showed that we are doing some things well, but there is room for improvement in other areas. Another perspective on how the curriculum is impacting our students can be derived by a 5 year survey of our majors. We surveyed our majors each spring from 2005-2010 with a general opinion survey (Appendix L). With 1,042 respondents over 5 years, students rated the psychology program on a variety of variables. The aggregate data is presented in Appendix M. Based on this data, a few observations can be proposed about our program impact.

We asked students to rate their overall opinion of our core courses for our majors. Considering only *Foundations of Psychological Research* (PSY 201), *Statistics in Psychology* (PSY 266), and *History and Systems of Psychology* (PSY 352) (there were problems with the data for the Experimental course ratings), the majority of students, or close to the majority, ranked these courses as above the mid-point on a scale from “least valuable” to “most valuable.”

We also asked students if we were achieving some basic goals of our program. These were not our “program goals,” since we had not yet developed official program goals, but they were qualities that we felt our program should be accomplishing. On a five point scale (poor, fair, good, very good, excellent), the majority of our students consistently rated us as good or better. One way to understand these rankings is to consider our relative strengths by examining where we were rated higher and lower. Using this method, our students told us that our strengths were helping students with “knowledge base regarding psychology” and “critical thinking skills,” while we were rated relatively lower on “research methods and statistical skills,” “staff, library, and computer resources,” and “APA style, written and oral expression skills.”

We consistently ranked lower, according to our students, on “advising and engagement” issues. On issues related to “career and graduate school planning,” “student activities (Psychology Club, Psi Chi, Job and Graduate School Fairs),” “opportunities to work and get to know other majors,” “access to department information”, and the other items related to advising we could do better. Almost a third of our students, across each of these items, rated our impact as “poor” or “fair.”

One of our goals is to help prepare students to find employment, or at least to give them skills they might use in a relevant occupation. On this, we were rated well. We asked students who were employed how well our program has helped them at work: the majority rated us as either “helpful” or “very helpful.”

Finally, we asked them if they would recommend our major to another student. On a five point scale (from strongly disagree to strongly agree), the average rating was 3.81, with 91% rating on the mid-point or above, and 30% strongly agreeing that they would recommend our major.

In conclusion, while there was clearly room for improvement, but all available evidence shows that we have a positive impact on most of our majors. We prioritized an effort to address the weaknesses in advising and have made significant changes: we now have all advising materials on our webpage and in pamphlets in our office and we offer advising workshops every semester. We have not evaluated whether these changes have had an effect on student ratings of advising. The best solution to our advising problem is to secure a full-time Higher Education Officer who would help us advise our majors. An advisor with a background in psychology, and trained in educational advising or counseling, would clearly help our students, and we have just started a search for a full-time advisor.

Unfortunately, on the issue of student engagement, we also have had limited success. With over 800 majors, activities like the Psychology Club, Psi Chi, only reach a minority of these students. However, it needs to be stressed that, as explained elsewhere in this report, our Psychology Club consistently “sweeps” the club awards for the College.

**V. FACULTY**

**A. Faculty Characteristics**

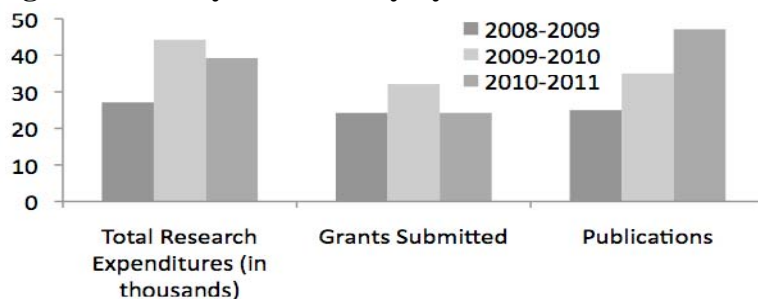
In the fall of 2011, the Psychology Department was home to 21 full-time and 29 part-time faculty.

The education backgrounds and scholarly accomplishments for each full-time faculty member are detailed in their curriculum vitas (Appendix N; if you are viewing a digital version of this document, please see the attached folder).

**B. Faculty Scholarship**

A few indications of the scholarly output of full-time faculty are represented in the results of a survey distributed to each faculty member at the end of each semester (Figure 3). The “Faculty Rating Form” (Appendix O) has been administered each fall and spring semester as a way of measuring outcomes that could not be found elsewhere. It has been administered since Fall 2008. We have three years of data. This survey has been plagued by a low and variable return rate: approximately one fourth of the faculty fail to respond to this survey each semester, and due to sabbaticals and leaves, it is often unclear as to what is actually going on.

**Figure 3. Faculty Productivity by Academic Year**



Over the last three years, our faculty have spent between \$26,000 and \$43,000 a year from grant funded research. We submit approximately 25-30 grant applications a year. This activity has spurred an increase in publications: in the last academic year, we published 47 academic papers, nearly 2.5 publications a year per faculty member. In the future, we should ask the Research Office for more definitive data on grant submissions and successes, and consult with them on how to increase the number of grants.

### **C. National and International Reputations**

An informal poll of the full-time faculty in the spring of 2011 confirmed that we have exceptional faculty in the department, with clear national and international reputations.

The terms of reference for this self-study requested that we assess the reputation of our faculty. An easy, but imperfect, way to assess our reputations was to simply ask each professor to categorize their reputation and provide justification. Almost three quarters of our professors (74%) described themselves as having a national reputation. Our faculty's national reputations are based on the fact that many publish in top-tier peer-reviewed journals and edited books, have been invited or presented research or chaired symposium at national professional conferences or colloquium. Their research has been featured in major news publications, and cited in other academic publications or dissertations. Many are reviewers for major journals, serve on review panels for conferences, and review panels for national funding agencies. Most of these faculty have collaborations with other researchers from across the United States.

Over two thirds of our professors (68%) described themselves as having an international reputation. A few maintain membership or office in international professional associations. They are recipients of international funding or fellowships. Our faculty have been invited to, or presented at, international conferences, and colloquia at foreign universities. They have published in international journals, and review proposals for international funding agencies and manuscripts for international journals.

We maintain research collaborations with internationally renowned colleagues. We claim associations with universities in China, Hong Kong, Ireland, Italy, England, Turkey, Australia, Germany, Russia, Bulgaria, Czech Republic, and Canada. Many of our professors receive correspondence from researchers all over the world. We mentor graduate students in other countries and serve as external reviewers on dissertations in other countries. Several of us have taught at foreign universities, a few regularly.

Some professors have had their work translated into other languages. A few professors have had their research reviewed in foreign media. One has been a consultant for a foreign government.

Our faculty are involved in service outside of CUNY. For example, 21 % of our faculty hold an office in national professional organizations. They provide service to the following societies: the American Psychological Association, American Psychological Society, Psychonomic Society, Eastern Psychological Association, Association of Black Psychologists, NYSPA Committee on Addiction, Association of Hispanic Mental Health Professionals, International Academy for Intercultural Research, and the Society for Intercultural Education, Training and Research.

Our faculty are committed to doctoral education: 37% of our professors hold an appointment at the CUNY Graduate Center. This is considered an excellent participation rate. Our professors serve on the faculty in a variety of programs, but mostly in the Psychology program. They provide service on committees, teach and advise graduate students, mentor graduate assistants, supervise dissertations, serve on dissertation committees, and give colloquia at the Graduate Center.

#### **D. Specialization**

Below are the faculty specializations as reported by the professors.

- Assessment of neurocognitive disorders
- Child clinical
- Clinical and community psychology
- Cultural psychology
- Experimental analysis of behavior, Pavlovian conditioning, ABA, CBT and mindfulness
- Experimental and applied behavior analysis, stimulus control, selective attention, autism
- Forensic psychology/clinical
- Grief and loss
- History and philosophy of psychology
- HIV/AIDS and women of color, traumatic brain injury, Marianismo and Latina women.
- Interaction between cognitive and motor development in infancy
- Language development, Neuroscience or biopsychology
- Psychosocial adjustment to burns and other visible differences
- Slavic psycholinguistics and bilingualism
- Social justice and counseling
- Social political
- Social psychological impact of the integration of mobile technology into everyday life
- Social psychology of gender and sexuality

#### **E. Rank, Gender, and Ethnicity**

In the Spring of 2011, 42% of the faculty had the rank of Assistant Professor; 42% were Associate Professors; 16% were Full Professors. By gender, 63% of our faculty were women; 37% were men. The gender by rank distribution is as follows: 2 men and 1 woman are Lecturers; 2 men and 5 women are Assistant professors; 2 men and 4 women are Associate Professors; 3 men and 2 women are Professors. By race, 79% of professors described themselves as White; the remainder described themselves as mixed, African, or Hispanic.

#### **F. Hiring Trends**

The Psychology Department has gone through remarkable growth in terms of number of majors, but the full-time hiring, while constant throughout the last 10 years, has not kept pace, as new hires typically replaced retirees.

Below are the newly hired faculty in the last 10 years and their disciplinary areas:

- 2001 No Hires
- 2002 John Lawrence (Health) and Irina Sekerina (Linguistics)
- 2003 Darryl Hill (Social) and Katie Cumiskey (Social)
- 2004 Sarah Berger (Child Development) and Sandra Hunt (Clinical Neuropsychology)
- 2005 Comfort Asanbe (Child Clinical)
- 2007 Dan McCloskey (Biopsychology)
- 2008 Florette Cohen (Social)
- 2009 Peter Costa (Clinical/Forensic) and Lauren Rogers-Sirin (Clinical)
- 2010 Frances Melendez (Clinical)
- 2011 Joel Erblich (Health Psychology) and Dan Kaplin

Clinical psychology has been a priority over the last few years as we sought faculty to teach in the newly established Mental Health Counseling program, and to fill needs in our teaching that arose due to expanding demand and retirements.

The new College Strategic Plan calls for 70% of sections being taught by full timers. For Fall 2011, that would be 57 sections. However, only 30 sections or 36% are taught by full timers. Our teaching load is 5 sections a year, so to ensure that 27 additional sections are taught by full time faculty, we would need a minimum of 5 new faculty members. This means that we should plan to add 2 tenure track professors per year for each of the next 2 years along with 1 lecturer position. We could also reduce the number of our majors or increase class sizes and reducing the number of sections, but increasing class sizes is very difficult since the few large classrooms on campus are over-utilized already.

In the Fall of 2011, full-time faculty ranked our priorities for hiring. Faculty ranked the following content areas highest: Autism, Developmental, Social/Cultural, and Clinical/Trauma. It was also felt that we should attract candidates that might use the High Speed Computer, teach *Introduction to Psychology* (PSY 100), *Psychopathology* (PSY 202), and other courses often taught by adjuncts.

### **G. Teaching Load**

Consistent with the expectation of all CSI full-time faculty, professors in this department are responsible for 21 credits a year. However, many faculty teach fewer hours per year due to reassigned time for research and administrative tasks.

### **H. Evaluations of Teaching**

Every undergraduate course in the department is evaluated by student ratings collected at the end of each course. These ratings are gathered college-wide. Thus, it is possible to compare the

ratings of the Psychology Department faculty with ratings of our colleagues in other departments, on data for any given semester, across the 10 rating points. The scale is from 1 (strongly disagree) to 4 (strongly agree). As can clearly be seen below (Table 1), the department is usually slightly above average, or very close to average, when compared to ratings from all CSI undergraduate students that semester. Two ratings, in particular, are poorer than the CSI average: ratings of course difficulty and standards. But it is unlikely that these differences are statistically or practically significant. We plan to explore these issues further.

**Table 1: Ratings of Psychology and CSI Faculty through Student Evaluations**

Question	Psychology Students (n=1,966)	CSI Students (n=32,203)
Instructor Knows Subject Well	3.74	3.71
Subject Conveyed Effectively	3.53	3.46
Instructor Shows Interest	3.73	3.68
Course Follows Syllabus	3.60	3.56
Course is Very Difficult	2.50	2.59
Instructor Has High Standards	3.17	3.23
Exams Cover Topics	3.55	3.50
Instructor Meets Class On-Time	3.58	3.54
Instructor Gives Useful Feedback	3.37	3.36
Overall Evaluation	3.51	3.43

### **I. Grading of Student Work**

According to the Final Grade Distribution Report Fall 2010, grades of Psychology students are noticeably different and more stringent than those in other departments. For example, while Education students received an overall GPA of 3.474, those in Psychology garnered only a 2.711 GPA, still below Sociology/Anthropology at 2.905, and just above the college average of 2.682. Grade distributions by instructor, course, and department from Fall 2010 are attached (Appendix P).

Our most popular course, *Introduction to Psychology* (PSY 100), was rated by 1,433 students. The overall GPA for this course, across sections, was 2.43, below the college average. In this course, 44% of students had an A or B range mark, and 7% failed. This distribution is typical of our courses, although the 300, 400, 500, and 700-level courses have much higher proportions in the A & B range. For example, PSY 334, one of the experimental courses, gave an A to just over half of the students, but also assigned a number of B's, C's, and one F.

The graduate program grades using an A/B range. No single 700 level course gave a grade lower than a B-.

The department does not have standardized grading practices. There are no measures in place to prevent grade inflation since our department does not appear to give higher grades than others, but we will explore this in the future.

### **J. Cross-Course Consistency**

The department values individual faculty academic freedom. Thus, curriculum is not consistent across sections of the same course, except to the extent that the course conforms with the course description in the college Catalog and the Academic calendar, and course learning outcomes.

### **K. Student Advisement**

As has been covered in earlier sections (Student Outcomes) above, our students consistently rate our advising efforts with moderate enthusiasm.

Every undergraduate major must visit a full-time faculty member every semester prior to registration to remove their “registration stop.” During these visits, students consult with professors on the courses they are taking and plan to take, progress in the major, as well as career and graduate school questions. All full-time faculty hold 3 hours of office time a week to be available for advising.

Faculty are trained in advising questions through a department-created handbook on advising known as “The Lore of Advising” (Appendix Q). This document is regularly updated and distributed to advising faculty. Advising issues are discussed regularly at monthly Faculty meetings and through email postings to full-time faculty

Students are given advisement information in a variety of modes and contexts. In addition to “in person” faculty advising, our webpage contains a great deal of information relevant to their careers in psychology. We’ve also implemented a new “self-advising” option to streamline the process for our students who don’t need face-to-face advising: they read a collection of modules on our webpage, and then present themselves to staff or faculty with a signed form stating they take full responsibility for advising. In fall 2011, 21 students availed themselves of this option. Also, paper pamphlets on our degree requirements, research opportunities, and our honors program are available in the Psychology office. We’ve also experimented with a workshop approach to advising; in March 2011, over 70 students attended a workshop on advising, co-sponsored by the Psychology Club, in which students listened to advice from the deputy chair of advising, as well as other faculty and students. Of those 58 students who submitted stop removal requests, 52 (90%) said they would refer a friend to this event. This workshop was again held in the Fall 2011 semester and 99% of the 41 students who submitted stop removal requests would recommend the event to a friend.

Graduate students are advised by the Director and Deputy Director, both faculty in the program.

### **L. Service to College and Community**



Our faculty provide service to the college and community in a broad range of contributions. Some of our standing obligations to the college community include active participation on the faculty senate, the PSC-CUNY Union, college-wide committees such as the Macaulay Honors College, the Verrazano College, Curriculum, Research, the Sexual Harassment Panel, as well as service to the Institutional Review Board, and many other obligations.

In our service to the outside community, as noted in the section on “National and International Reputations,” our faculty are very active at the Graduate Center, mentor graduate students, hold membership and positions in National professional associations, as well as many other service at the city, state, and international levels.

### **M. Graduate Students**

Based on data from the Faculty Outcome Ratings form, since Fall 2008, our department supports an average of 5 doctoral or postdoctoral students a semester. Many faculty sit on dissertation committees, serve as external reviewers for dissertations, or collaborate with graduate students at other universities, but these numbers have not been collected.

The number of funded graduate students varies from year to year. In spring 2011, the department funded four graduate students. Their teaching assignments were varied depending on the particularly funding arrangement, but most taught one course a semester and were engaged in research with their mentor. One Graduate A Line student taught 5 credits. Two graduate students had Graduate B lines; one was a Graduate B line in Biology. Two students received funding through the Institute of Behavioral Research. One student, supported by CSI, received some stipend support but no additional funds for teaching. The arrangements varied greatly. One of our graduate students was supported by a writing fellowship from another CUNY school. All teaching graduate students were mentored by their sponsoring faculty member. Their teaching was evaluated the same as full-time faculty: through peer observations every semester. It's not known how graduate students' teaching compares to full-time faculty; this could be easily examined in the future. The college has struggled consistently fund graduate students and the Graduate Center has limited funding opportunities.

We currently train 32 Mental Health Counseling graduate students in our M.A. program, but none were funded. We also mentor a few graduate students in the Master of Science in Neuroscience, Mental Retardation, and Developmental Disabilities program each semester

### **N. Part-Time Faculty**

In the spring of 2011, there were 29 part-time faculty who taught 38 sections out of a total of 60 sections. Thus, part-time adjunct faculty taught 63% of our courses, and this is considered a concern

The part-time faculty are supported by a deputy chair whose responsibility it is to train and orient them to their appointments and teaching life at CSI.

**O. HEOs, CLTs, and Support Staff**

The main office is staffed by Claire Kissinger (CUNY Office Assistant), Joanne Esposito (CUNY College Assistant, part-time), and Ellen Freeman (CUNY College Assistant, part-time). They provide indispensable clerical and receptionist services to the department.

Victoria Baker is our Psychology Research, Technology, and Facilities Coordinator (Higher Education Officer/Associate).

Joanne Camhi is a Senior College Laboratory Technician responsible for the college vivarium.

**VI. STUDENTS**

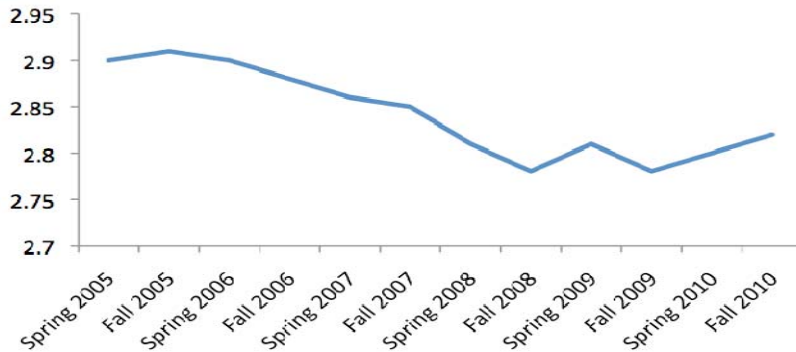
The following descriptive data on our undergraduate students is based primarily on institutional records from Fall 2005 to Fall 2010 for our BA degree only (since the BS degree began in Fall 2010). The statistics for our graduate students follows.

**A. Requirements for Admission**

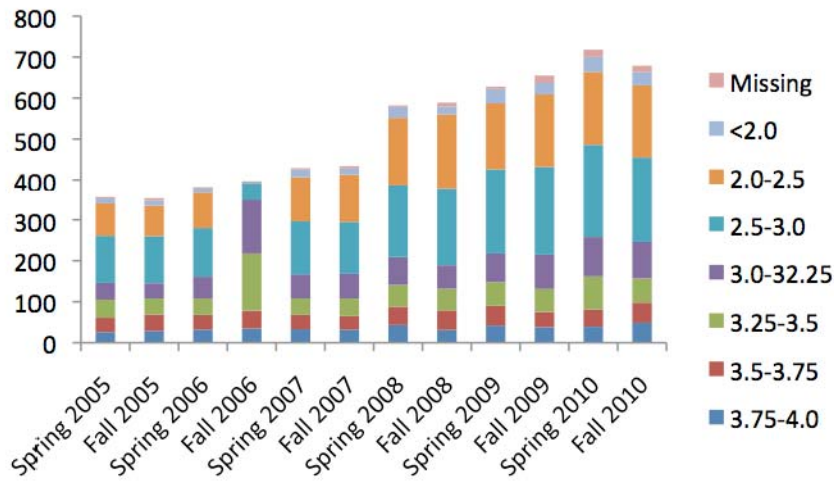
There are no requirements for admission to this program other than admission to the college.

Graduates of the program must have a 2.0 GPA at the time of graduation. The following graph represents the current average GPA of our majors and the GPA ranges of our BA majors. Based on institutional data for the last 5 academic years, the average GPA of students in the BA program has decreased. There has been a recent slight increase in 2010, but generally, as the numbers of our majors has increased, the GPAs have decreased (Figures 4 and 5). There are different theories as to why this is happening including the impression that college advisors have been moving poorer performing students into the Psychology major because it is flexible, the enormous growth in the number of majors has led to more diversity in academic ability, or our faculty are self-policing for grade inflation.

**Figure 4. Average GPA for BA Students**



**Figure 5. BA Students' GPAs by Range**

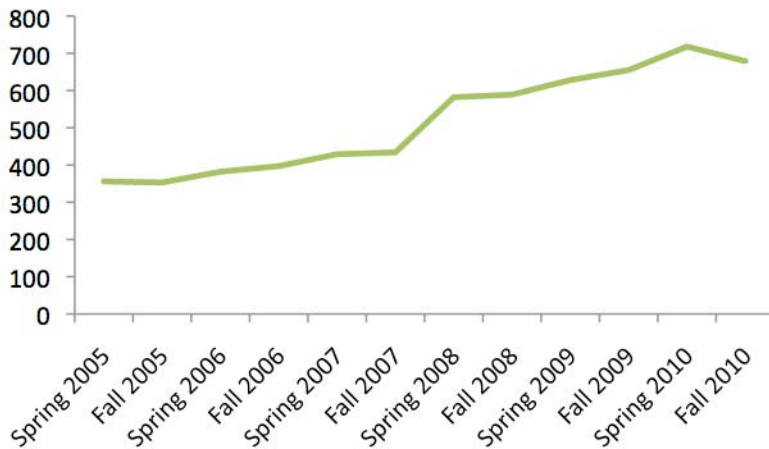


**B. Majors**

Simply put, we have more than doubled in the number of BA majors in the last five years, from just over 300 majors to more than 600 majors (Figure 6). In Spring 2011, we totaled 829 BA and BS majors combined. Psychology is now the second most popular major on the CSI campus, second only to all the majors offered by the Business Department.

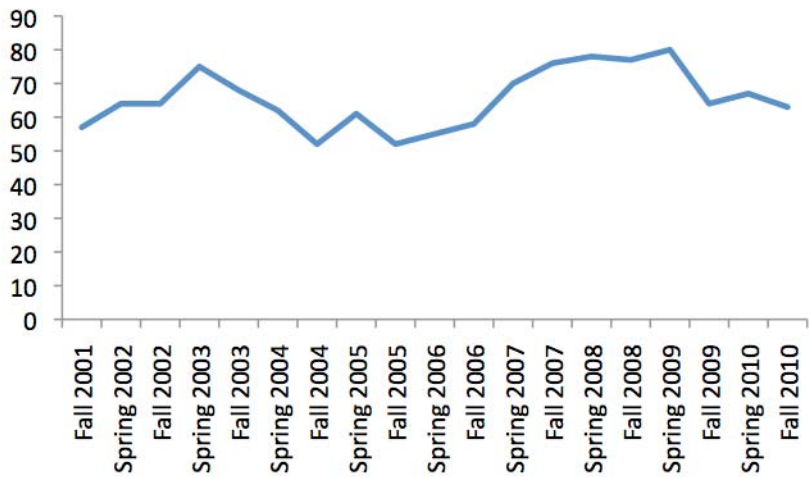
The number of BA majors peaked in Spring 2010, and then subsequently dropped a bit as some students switched to the BS program.

**Figure 6. BA Psychology Majors**



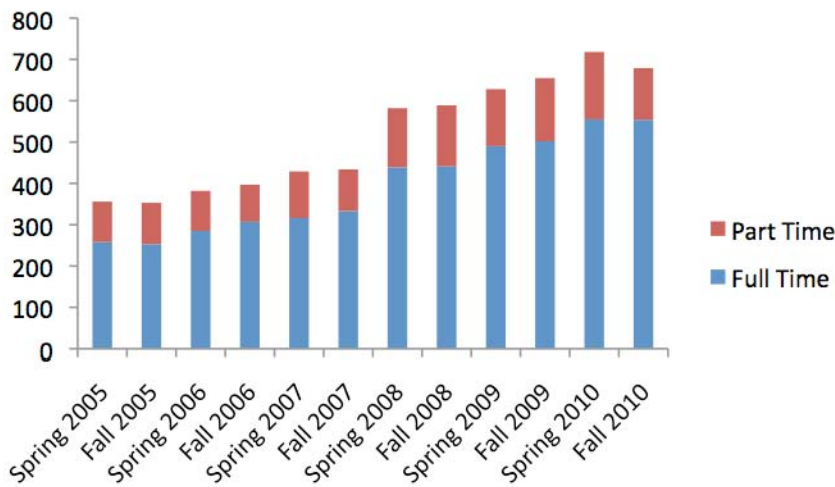
The number of BA minors has fluctuated between 50 and 80 over the last 5 years (Figure 7).

**Figure 7. BA Psychology Minors**

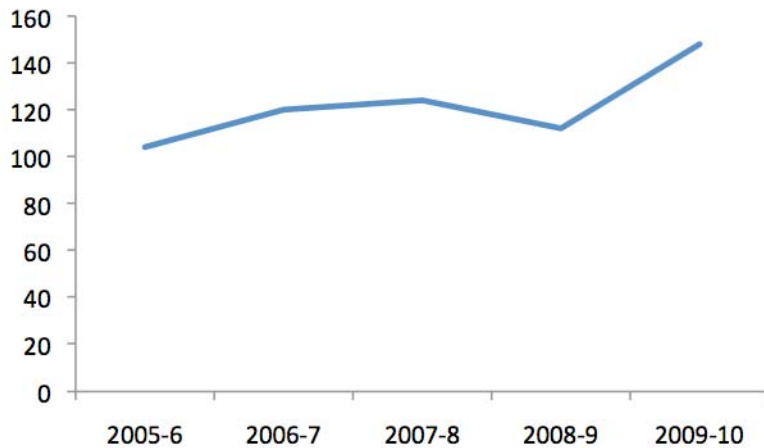


There is no obvious pattern to describe the proportion of BA students who are attending full and part time, but clearly the majority of our majors are full time, with approximately 100 part time students (Figure 8).

**Figure 8. BA Student Status**



Even though the number of our majors has more than doubled during the past 5 years, the number of BA degrees awarded yearly to psychology majors has only increased from 100 to 150 (Figure 9), probably the result of the lag time from enrollment to graduation.

**Figure 9. BA Degrees Awarded****C. Graduates**

The students in our Mental Health Counseling Program are fewer and more homogeneous. There are currently 32 students in the program. All are fulltime. None have a GPA less than a 3.0. The first cohort of students will graduated in December 2011.

**D. Student Recruitment**

Many of the department's activities can be directly considered recruitment efforts. We maintain a current and up-to-date webpage listing events, faculty, courses, descriptions of the major, and so on. We have pamphlets describing our majors and the expectations of the programs available in the main office, but also distributed to prospective students. Departmental faculty present at campus recruitment events which are aimed at either potential undergraduate or graduate students. We try to involve prospective students, such as PSY 100 students, in activities of our department such as the Departmental Colloquium Series.

**E. Student Support**

We support students in this program by offering free tutors, mentoring and research opportunities through independent and honors studies.

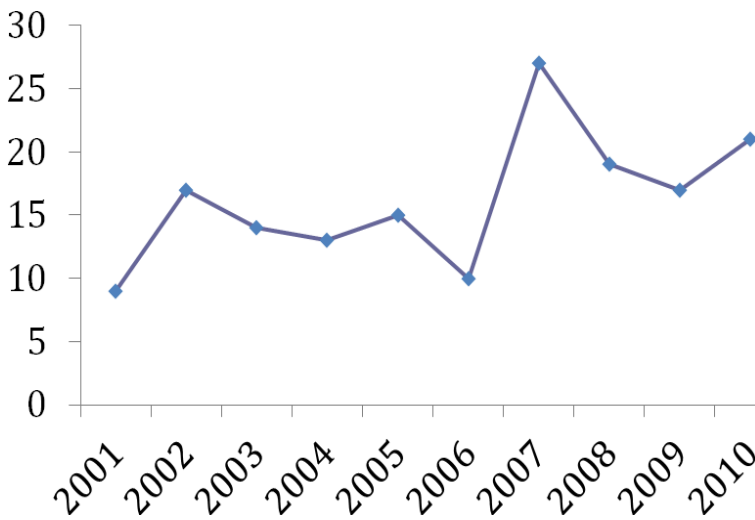
The Psychology Club is an award-winning club. They are the recipients of many awards given by Student Government to outstanding campus clubs. For example, in the academic year ending spring 2010, the CSI Psychology Club and its officers received the following awards at the 2010 Club Awards Ceremony:

- Academic Club Award: Psychology Club
- Club President of the Year Award: Jessica Ng, President
- Outstanding Club Officer of the year Award: Teresa LoBello, Vice President
- Outstanding Member/Club Services Award: Carla Musacchio, Treasurer
- Club Mentor Award: Psychology Club
- Certificate of Achievement: Jessica Ng, President

Certificate of Recognition for Club Service: Lab Tours 2010  
 Certificate of Recognition for Club Service: Relationships Workshop

We also encourage and mentor students to become members of the Psi Chi Honors Society. Figure 10 illustrates student membership in Psi Chi for the last 9 years. It appears that 2007 was an anomaly, and that our inductees are gradually increasing in number.

**Figure 10. Psi Chi Inductees by Year**



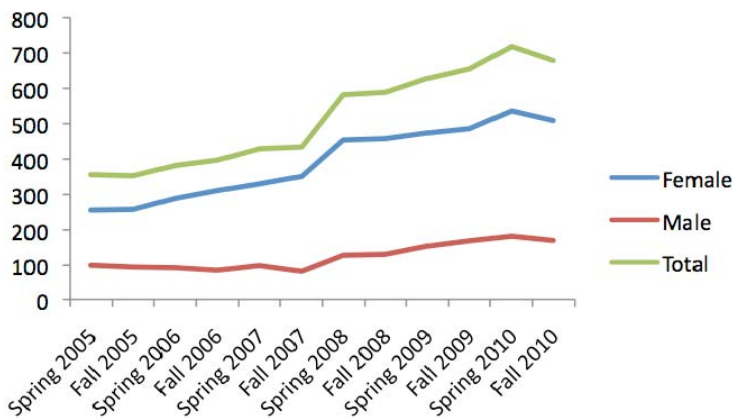
**F. Student Characteristics**

**Undergraduate BA Program**

The following graphs represent the total number of BA psychology majors, their status at the college, their gender, ethnicity/race, age, place of residence, and citizenship status.

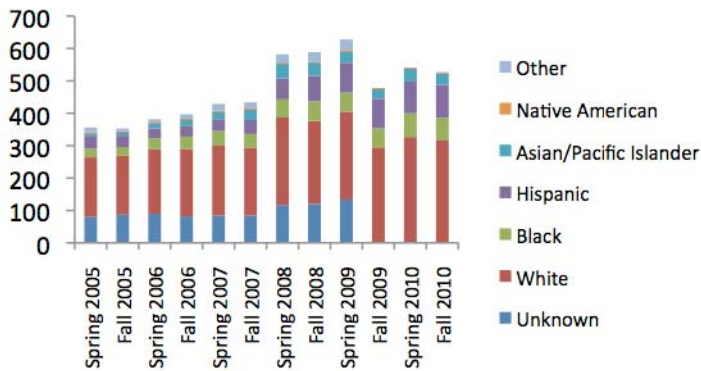
Female students in our major outnumber the male students at a rate of almost 4:1 (Figure 11).

**Figure 11. BA Students by Gender**



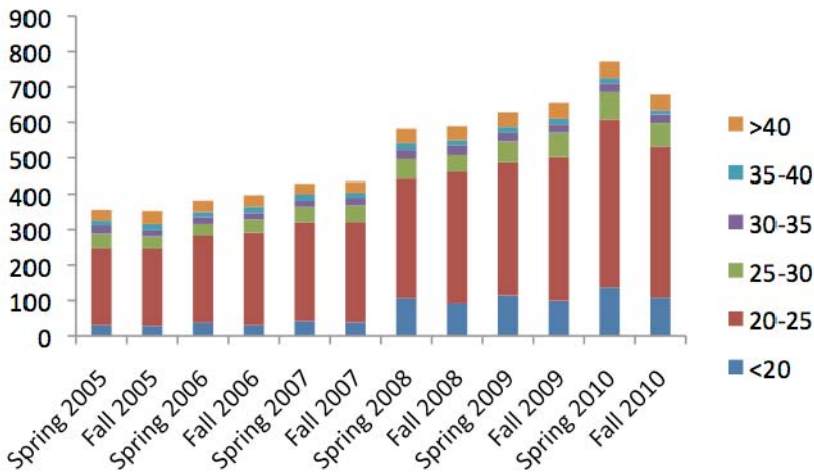
Over the last 5 years, the racial/ethnic backgrounds of our students have remained largely consistent with the majority of our students ascribing a “White” identity (Figure 12). The next most frequent background is “Hispanic,” followed by “Black,” and “Asian/Pacific Islander.” There is an anomaly in the data collected by the institution on this dimension: in Fall 2009, the institution stopped reporting “unknown” races/ethnicity.

**Figure 12. BA Students by Race/Ethnicity**



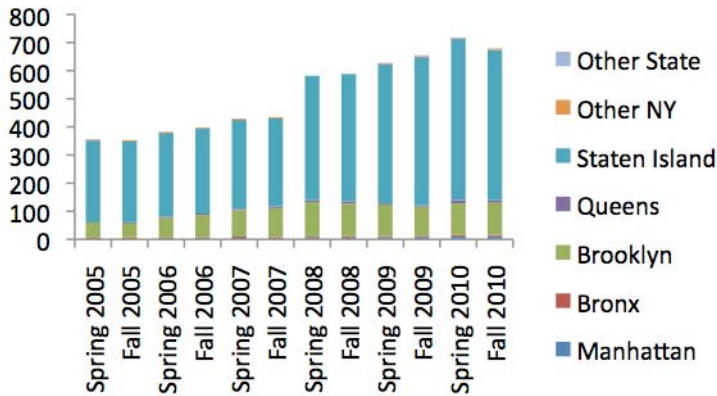
Not surprisingly, the majority of our students are aged 20-25 (Figure 13). The proportions of students in other age ranges have not changed much over the years.

**Figure 13. BA Students by Age**



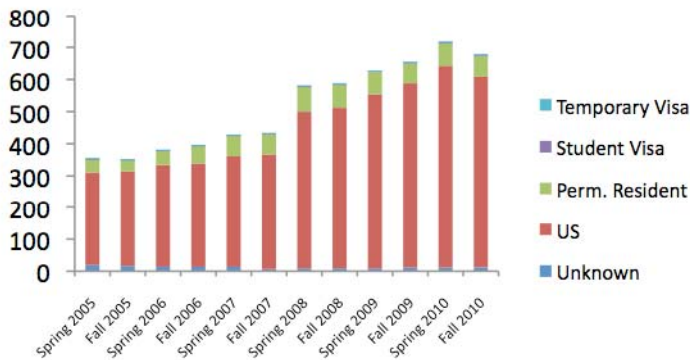
Most of our students come from Staten Island and Brooklyn (Figure 14).

**Figure 14. BA Students by Residence**



Almost all of our students are US citizens (Figure 15).

**Figure 15. BA Students by Citizenship**



**Graduate Students**

Students in our Mental Health Counseling Program are mostly female; only 7 of 32 students are male. Twenty-one (60%) of these students are White, the remainder are either Black or Hispanic. Most are in their 20’s, while 5 are older than 40. While Cohort One was from Staten Island, Cohort Two has 6 students from the Bronx, Brooklyn, and Queens. All but one were US citizens.

**G. Student Diversity**

The department deeply values student diversity. We accommodate special needs students in every class, teach courses certified as a Pluralism and Diversity general education requirement, and emphasize diversity issues of gender, culture, race, ability in course content.

**H. Academic and Employment Achievements of Graduates**

For the past 5 years, we have given all undergraduate majors a survey inquiring as to their employment and further education plans upon graduation. Unfortunately, the surveys are given



to all majors in the middle of the spring semester. Thus, the data reveals graduation plans but not post-graduation outcomes. We have yet to systematically survey the graduates following commencement, but this is in the list of future assessment activities (Appendix J)

## **VII. RESOURCES**

### **A. Administrative, Lab, and Secretarial Support**

We have one Higher Education Officer/Associate, one CUNY Office Assistant, one Senior College Lab Technician, and two part-time College Assistants.

### **B. Lab, Technology, and Media Requirements**

Space is a key concern and a limited resource in Building 4S. We lack adequate office, laboratory, and instructional space. Many professors share office and lab spaces, which is adequate for some colleagues but woefully insufficient for others. Professors now have elaborate schedules for using research space, a sign that the department is already maximizing the space available.

The lack of laboratory space is a major obstacle to departmental growth. Two professors already have their lab space in Building 6S, and sent a committee to explore laboratory space at the *Institute for Behavioral Research*. Indeed, if we hire an additional 6 faculty over the next three years, as suggested above, there simply will not be enough space for offices in Building 4S to support them, nor the laboratory space they will require.

Overall, during the past ten years, CSI has modernized technology and media access in the classrooms by installing Smart technology podia. Because of the growing number of classes taught using technology (Blackboard, course website, statistical software), psychology would benefit from a classroom that has computers at each of the student desks. We plan to add an electronic whiteboard to our lab in 4S-116. It would be beneficial to have a large lecture theatre on the South Campus that could support an audience of over 100, with adequate lighting and electronic media, something suitable for departmental colloquia, and our larger *Introduction to Psychology* (PSY 100) classes.

The teaching laboratory in 4S-116 is ideal for teaching our animal-based experimental courses, but is inadequate for our new human-based experimental courses. Our department requires a classroom in 4S that has computer stations for 20 students, in an open room, and an instructor podium at the front. Currently, several of our experimental courses are taught in other buildings that have such classrooms.

### **C. Faculty Scholarship Support**

In 2011-12, our travel budget for the entire department is \$6710. This is viewed as highly inadequate since our yearly requests for travel far exceed this amount. Put another way, this is \$319 per full-time faculty member per year, which would not even cover registration costs for

many meetings in which our faculty present. Previous self-studies have concluded that we need more funding for travel.

#### **D. Financial Resources for Instruction**

The current budget to support instruction through OTPS (Other Than Personnel Services) allocation is \$6070. This is viewed as inadequate for a department that serves close to 900 majors. Furthermore, in 2011-12, this amount was cut by 40% from the previous academic year, a likely reflection of the broader financial climate in our city, state, and nation.

We use OTPS funds to purchase printer toner, computer software and hardware upgrades or staff and faculty, phone and data ports in offices, instructional videos/DVDs, and supplemental hardware for laboratory instruction in our experimental lab courses. Many of our faculty and staff now use out-of-date computers . With plans to hire another 6 new faculty in the next 3 years, the department will need more funds to provide reasonable hardware, phone, and data access.

The vivarium and other animal research labs are supported by budgets governed by the Office of Research.

### **VIII. PROGRAM ANALYSIS AND PLANNING**

#### **A. Program Goals**

There is preliminary evidence that our program is meeting the departmental goals, but these data are just beginning to be collected and analyzed. As explained earlier, in 2008/2009, we explored how well we were achieving the Dunn benchmarks on two domains (Appendix K). We need to complete our assessment vis-à-vis the remaining domains.

We have just established our program goals, and will work toward assessing whether these goals are being achieved.

The Mental Health Counseling program has yet to begin its formal outcomes assessment work.

#### **B. Strengths and Weaknesses**

##### **Strengths**

- Student achievements despite a lack of resources
- Renowned faculty
- Extensive history of Outcome Assessment Activities
- Good evidence of program delivery, process, and program outcomes
- Very popular curriculum and major
- 50-80 graduates go on to graduate school.
- A wide variety of course and degree offerings

## **Weaknesses**

- Exceedingly large number of classes taught by adjuncts
- Rapidly rising numbers of majors not commensurate with number of faculty
- Advisement and engagement not rated strongly by students
- Weak evidence of student learning outcomes at the course level
- Extremely limited resources, such as space and money, for a rapidly growing department
- No evaluation of the Masters program

## **C. Future Directions**

The Psychology department has gone through remarkable growth and development in the last 10 years. We have four times more majors, we have two more degree offerings (including a graduate program), yet we have only 6 more full-time faculty than we did a decade ago. Perhaps the two most important priorities in our future are to hire more full-time faculty to teach our new students and to acquire more office and lab space.

The evidence presented in this reports establishes that we are successful as researchers, applying for grants, and publishing and/or presenting our research. Our professors have a diverse range of interests and some are internationally recognized scholars. As teachers, at least according to our students, we consistently rank above our colleagues across the college. We mentor and supervise an increasing number of graduate students, even though funding for these students has been reduced.

From various process evaluations, it appears that we are doing many things well: we are teaching more students in independent studies, mentoring honors and work study students, providing internships and fieldwork opportunities, and increasingly using technology in our classrooms. We inspire students to present research at the Undergraduate Research Conference, indeed, each year, Psychology students represent the largest contingent on campus at this conference. Similarly, we're seeing many of our students go to graduate school.

We have revised our curriculum extensively, developed new courses and tracks, and implemented changes to inspire excellence in our students. An attempt to assess our program according to the Dunn benchmarks for undergraduate programs indicated that our curriculum is effective, and in some cases, distinguished.

The graduate program has not, as of yet, conducted its' planned evaluation efforts. In terms of undergraduate program development and evaluation, we have had 10 active years of developing a mission, goals, and assessing these goals. The main tasks for the future are to ensure that all courses have learning goals that tap into our program goals, measure learning objectives course by course, design and administer an exit survey for our majors,, continue collecting data and assessing our program according to the Dunn benchmarks, and assess the Mental Health Counseling program. The department should also focus its' assessment activities on specific issues. For example, advising is consistently rated relatively less favorably by students. We should evaluate our advising after hiring our new HEO advisor. Likewise, an exit survey of our

majors, perhaps a year after graduation, would assist in determining our ultimate impact on the educational and occupational goals of our students.

We've had some successes in establishing learning outcomes and goal attainment, but this work needs to continue to better understand our efforts and the impact on students. Our students tell us that we do a good job teaching them psychology and critical thinking skills, but need to work on teaching them statistics and research methods, APA style, writing and speaking skills, as well as advising and career planning. We need to make improvements in our efforts to prepare our students to use technology, to write and speak effectively, improve our physical resources (like the student lounge, website, the Psychology Club), and better advise our students.

We have a nice complement of support staff, but space is a key resource that we sorely lack, and if we hire more fulltime professors, conditions will only get worse. We need more room as a department commensurate with our expanding number of majors. The funding available for faculty scholarship, travel, and instruction is inadequate. As the second most popular major on CSI campus, we need more space and money for instructional support, including better OTPS funding. A new classroom in 4S with 20 computers for teaching experimental psychology with human participants would be a significant improvement over the current facilities.

In summary, the department has grown quickly in the past decade, teaching more students and majors than ever before, all with modest resources. Clearly, we need more fulltime faculty to teach our courses, supervise independent and Honors research, advise, mentor students and help with the administration of a successful department. However, with the addition of more faculty, we will need more space, for offices, laboratory research, and instruction. Many full-time faculty in the department share office and/or laboratory space, finding creative solutions to maximize our resources, but we run out of room to collect data, meet with students, and conduct the business of teaching and research. Our classrooms are often bursting at the seams with students, and the lack of teaching assistants makes teaching our writing intensive courses especially challenging. We are expected to maintain active and successful research programs, and have succeeded in attaining international and national reputations, yet we are increasingly drawn away from teaching and research by administrative obligations. We achieve all this for modest salaries in one of the world's most expensive cities.

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**APPENDIX A**  
**DEGREE REQUIREMENTS**

**Bachelor of Arts (BA) in Psychology (38 credits)**

Special Pre-Major Requirement: PSY 100: Introduction to Psychology (it doesn't count toward the major)

PSY 201: Foundations of Psychological Research

PSY 266: Statistics in Psychology

PSY 352: History and Systems of Psychology

One of the following laboratory courses:

PSY 330: Cognition and Perception

PSY 333: Learning and Behavior

PSY 334: Social and Personality

PSY 335: Child Development

20 additional credits in Psychology at the 200-level or higher. At least 4 credits must be at the 300 or 400 level.

Total Credits Required to Graduate with BA: 120

**Bachelor of Science (BS) in Psychology (42 credits)**

Special Pre-Major Requirement:

PSY 100: Introduction to Psychology

MTH 123: College Algebra and Trigonometry

Psychology Major Requirements (42 credits)

PSY 201: Foundations of Psychological Research

PSY 266: Statistics in Psychology

PSY 352: History and Systems of Psychology

One of the following laboratory courses:

PSY 330: Cognition and Perception

PSY 333: Learning and Behavior

PSY 334: Social and Personality

PSY 335: Child Development

The following 3 elective courses are required:

PSY 242: Developmental Psychology

PSY232: Physiological Psychology: Cognitive and Behavioral Neuroscience or PSY 239:

Physiological Psychology: Motivated Behavior

PSY 288: Cognitive Psychology or PSY 385: Psychology of Memory

12 additional credits in Psychology at the 200-level or higher. At least 4 credits must be at the 300 or 400 level.

Total Credits Required to Graduate with BS: 120

**Psychology Minor Requirements (19 credits)**

PSY 100 plus four additional courses in psychology, one of which must be a 300 or 400 level course.

**APPENDIX B**

**THE COLLEGE OF STATEN ISLAND DEPARTMENT OF PSYCHOLOGY COURSES  
AND ENROLLMENT CAPS**

PSY 103 Stress Management (\*)  
PSY 201 Foundations of Psychological Research  
PSY 202 Psychopathology  
PSY 203 Child Psychopathology  
PSY 211 Methods of Applied Behavioral Analysis  
PSY 212 Social Psychology  
PSY 213 Cross-Cultural Psychology  
PSY 214 Psychology of Advertising  
PSY 215 Psychological Perspectives on Disabilities  
PSY 216 Drugs and Behavior  
PSY 220 Motivation  
PSY 223 Health Psychology  
PSY 226 Theories of Personality  
PSY 232 Physiological Psychology: Cognitive and Behavioral Neuroscience  
PSY 235 Gender and Sexuality  
PSY 236 Biological Origins of Behavior  
PSY 239 Physiological Psychology: Motivated Behavior  
PSY 242 Developmental Psychology  
PSY 246 The Atypical Child  
PSY 254 Phenomenological Psychology  
PSY 266 Statistics in Psychology  
PSY 268 Psychology of Women  
PSY 272 Parapsychology  
PSY 280 Psychological Perspectives on Religion  
PSY 286 Psychology of Creativity  
PSY 288 Cognitive Psychology  
PSY 290 Psychology of Death & Dying  
PSY 302 Advanced Psychopathology  
PSY 315 Psychology and Law  
PSY 318 The Child in Community Fieldwork  
PSY 322 Industrial Psychology  
PSY 330 Experimental Psychology: Cognition and Perception  
PSY 332 Psychological Tests and Measurements  
PSY 333 Experimental Psychology: Learning and Behavior  
PSY 334 Experimental Psychology: Social and Personality  
PSY 335 Experimental Psychology: Child Development  
PSY 340 Mentoring & Adolescence Development  
PSY 342 Child Language Development  
PSY 343 Infancy



PSY 345 Motor Development  
PSY 350 Prejudice & Social Identity  
PSY 352 History and Systems of Psychology  
PSY 355 Contemporary Issues in Human Sexuality  
PSY 362 Approaches to Psychotherapy  
PSY 366 Psychology of Dreams  
PSY 368 Counseling Psychology  
PSY 385 Psychology of Memory  
PSY 416 Group Dynamics  
PSY 420 Advanced Seminar in Psychology  
PSY 464 Applied Behavior Analysis  
PSY 480 Advanced Learning and Behavior  
PSY 591-594 Independent Study  
PSY 598 Internship in Psychology

## APPENDIX C

### A GUIDE TO PLANNING YOUR 20 CREDITS OF PSYCHOLOGY ELECTIVES

Since the psychology major now allows students a degree of flexibility with planning 20 credits of psychology electives at the 200 level or above, what follows are suggested courses that fit into particular themes related to several branches of psychology. These groupings of courses are to be used as a guide to assist you in choosing courses that are related to each other. It should be noted here that the courses listed may not be offered on a regular basis, so it is important that you seek advisement in planning your courses. It benefits **ALL** psychology majors to take courses across these groupings. However, if you are interested in pursuing a graduate degree in a particular area, be sure that you are taking courses related to that area. In addition to these electives, it is recommended that students participate in independent study research with a faculty member doing research in their area of interest (if applicable). Internships may also be available for students to gain valuable field experience in their area of interest. Please consult with a psychology advisor, in your area of interest, who will discuss your options with you.

#### A Few Words About Choosing Your Experimental Course

All students are required to take a lab course in order to fulfill their psychology major requirements. The psychology department offers four different labs that present different perspectives on how psychologists do research within the field of psychology. Most of these labs fit with the course themes related below and most have pre-requisites that fall under those groupings of courses. The only lab that does not have a pre-requisite other than PSY 266 is PSY 333 – Experimental Psychology: Learning and Behavior. So if you begin to take electives within a particular area, you may also then plan to take the lab course related to that area. Be careful in your planning however, since all the labs are not offered every semester. Please consult with a psychology advisor as to which lab class is right for you.

#### Courses Related to Social Psychology

***Social/Cross-cultural Psychology:*** These courses are for students who are interested in a career that combines an understanding of psychological concepts within a global context. Possible careers include International Education (assisting international students and US students studying abroad), entry-level positions with multinational corporations, intercultural

training, working with immigrants and immigrant services, multicultural counseling.

Course #	Course Name
PSY212	Social Psychology (pre-req for PSY334 lab)
PSY213	Cross-cultural Psychology
PSY223	Health Psychology
PSY350	Prejudice and Social Identity
PSY523	Psychology and Chinese Culture

This can be combined with the Certificate in Modern China Studies with the minor in International Studies

*Other college courses of relevance:*

- SOC340 Ethnicity and Immigration
- ANT201 Cultural Anthropology
- ANT460 Personality and Culture
- BUS200 Introduction to International Business

**Applied Social Psychology – Industrial/Organizational:** “Industrial and Organizational (I/O) Psychology is a general practice specialty of professional psychology with a focus on scientifically-based solutions to human problems in work and other organizational settings. In these contexts, I/O psychologists assess and enhance the effectiveness of individuals, groups, and organizations” (From: <http://www.apa.org/crsppp/io.html>, accessed: 10/5/07)

Course #	Course Name
PSY212	Social Psychology (pre-req for PSY334 lab)
PSY214	Psychology of Advertising
PSY223	Cross-cultural Psychology
PSY322	Industrial Psychology
PSY350	Prejudice & Social Identity
PSY416	Group Dynamics

**Applied Social Psychology – Social Justice/Community/Forensic Psychology:** “Community Psychology is about understanding people within their social worlds and using this understanding to improve people's well-being (Orford, 1992). Researchers systematically examine the ways individuals interact with other individuals, social groups, clubs, churches, schools, families, neighborhoods, and the larger culture and environment. It is an applied discipline where researchers examine various social issues

including poverty, substance abuse, school failure, community development, risk and protective factors, empowerment, diversity, prevention, intervention, delinquency, high risk behaviors, aggression, violence, and many other topics” (From: <http://www.communitypsychology.net/cmmtypsych.shtml>, accessed: 10/5/07).

“Forensic psychology deals with the intersection of psychology and the legal process. Forensic psychologists can be employed in a variety of settings including jails, prisons, state hospitals, federal and local law enforcement agencies, community mental health centers, juvenile detention facilities, private practice, or colleges and universities” (From: [http://www.psichi.org/pubs/articles/article\\_58.asp](http://www.psichi.org/pubs/articles/article_58.asp) , accessed: 10/5/07).

Course #	Course Name
PSY212	Social Psychology (pre-req for PSY334 lab)
PSY290	Death & Dying
PSY340	Mentoring & Adolescent Development
PSY350	Prejudice & Social Identity
PSY416	Group Dynamics

*Other suggested courses:*

- SOC 212 Criminology
- SOC 240 Minority Groups
- SOC 260 Class Status & Power

**Psychology of Gender & Sexuality:** This group of courses deals with important topics related to sexual relationships and sexual health as well as the construction and performance of gender. The essential elements of a feminist approach to the study of psychology and sexuality are the beliefs that men and women are equally competent and worthy of respect, and that 'sexism' or 'patriarchy' exists in our culture, such that women, and things understood to be 'feminine', are generally undervalued in this culture. In these classes, we are committed to learning more about sexism and how it affects people of all ethnicities, sexualities, and varieties of gender expression. We are interested in learning how we can work against sexism and sex-negative attitudes as psychologists as well as incorporate the intricate intersections of race, class and sexuality that have been systematically ignored or stigmatized by psychology.

Course #	Course Name
PSY235/WMS 235	Gender & Sexuality
PSY268/WMS 268	Psychology of Women
PSY355	Contemporary Issues in Human Sexuality

PSY350	Prejudice & Social Identity
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Can be combined with major/minor in Women’s Studies

*Other courses of relevance (leads to Minor in Women’s Studies):*

WMS 100 (HST182): Women’s History & Feminist Theory (3)

WMS 202 (SOC 202): Gender, Race, Ethnicity & Class (4)

WMS 222 (ENH 222): Women & Literature (4)

WMS 238 (SOC 238): Sociology of Men (4)

WMS 330 (SOC 330): Women and Work (4)

**Courses Related to Development**

***Developmental Disabilities and Applied Behavioral Analysis (ABA):***

This group of courses is for students who are interested in a career that involves working with people with developmental disabilities. This cluster has a unique focus on a particular therapeutic intervention that is used with people with autism: Applied Behavioral Analysis. *It is strongly suggested that students interested in ABA take PSY 333 to fulfill their lab requirement.*

This in combination with a Disabilities Studies Minor could prepare our students for future certification in these fields. These certifications are more and more required for jobs at group homes and schools. More information: [http://www.bacb.com/becom\\_frame.html](http://www.bacb.com/becom_frame.html)

Course #	Course Name
PSY211	Methods of ABA
PSY220	Motivation
PSY232	Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)
PSY239	Physio & Motivated Behavior
PSY242	Developmental Psychology
PSY332	Psychological Tests and Measurement
PSY464	Applied Behavior Analysis
PSY594	Field Work @Eden II

In addition to the courses listed above, for a Disabilities Studies Minor students are required to take:

SWK 107 Introduction to Developmental Disabilities 3 credits

SOC 350 Psychosocial Aspects of Disabilities 4 credits

One additional course chosen from the following:

ASL 113 American Sign Language I 5 credits

EDP 220 Special Education Needs of the Developmentally Disabled 4 credits

EDP 310 Survey of Exceptional Children I 4 credits  
 EDP 311 Survey of Exceptional Children II 4 credits  
 NRS 230 Health in Persons with Developmental Disabilities 4 credits  
 SWK 440 Internship in Developmental Disabilities 4 credits

**Child Psychopathology:** "Like adults, children and adolescents can have mental health disorders that interfere with the way they think, feel, and act. When untreated, mental health disorders can lead to school failure, family conflicts, drug abuse, violence, and even suicide" (From: <http://mentalhealth.samhsa.gov/publications/allpubs/Ca-0004/default.asp> , accessed: 10/5/07). This group of courses provides an introduction to the treatment of mental health disorders in children and adolescents.

Course #	Course Name
PSY202	Psychopathology
PSY242	Developmental Psychology (pre-req for PSY335 lab)
PSY203	Child Psychopathology
PSY302	Advanced Psychopathology
PSY332	Psychological Tests and Measurement
PSY362	Approaches to Psychotherapy
PSY480	Advanced Learning & Behavior

**Child Development:** The field of child development is devoted to the understanding of stability and change in humans, from conception to adolescence. Domains of development include physical (changes in the body, brain and in perceptual and motor skill), cognitive (changes in thought processes, knowledge, language and memory), and emotional and social (changes in interpersonal relationships, understanding of feelings, self-understanding, and moral reasoning).

Course #	Course Name
PSY242	Developmental Psychology (pre-req for PSY335 lab)
PSY203	Child Psychopathology
PSY340	Mentoring and Adolescent Development
PSY342	Seminar in Child Language Development
PSY343	Infancy
PSY345	Motor Development Course

**Child Language Development**

Course #	Course Name
PSY242	Developmental Psychology (pre-req for PSY335 lab)

PSY288	Cognitive Psychology (pre-req for PSY330 lab)
PSY342	Seminar in Child Language Development
ENL 422	Introduction to Linguistics

### Courses Related to Health /Clinical Psychology

**Public Health/Health Psychology:** "Health Psychology seeks to advance contributions of psychology to the understanding of health and illness through basic and clinical research, education, and service activities and encourages the integration of biomedical information about health and illness with current psychological knowledge" (From: <http://www.apa.org/about/division/div38.html> , accessed 10/5/07).

Course #	Course Name
PSY202	Psychopathology
PSY213	Cross-Cultural Psychology
PSY216	Drugs and Behavior
PSY223	Health Psychology
PSY232	Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)
PSY332	Tests and Measurements

**Clinical/Counseling Psychology:** "The field of Clinical Psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development. Clinical Psychology focuses on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human functioning across the life span, in varying cultures, and at all socioeconomic levels. Clinical Psychologists' work can range from prevention and early intervention of minor problems of adjustment to dealing with the adjustment and maladjustment of individuals whose disturbance requires them to be institutionalized. Practitioners of Clinical Psychology work directly with individuals at all developmental levels (infants to older adults), as well as groups (families, patients of similar psychopathology, and organizations), using a wide range of assessment and intervention methods to promote mental health and to alleviate discomfort and maladjustment" (From: <http://www.apa.org/divisions/div12/aboutcp.html> , accessed 10/5/07).

Course #	Course Name
PSY202	Psychopathology
PSY226	Theories of Personality (pre-req for PSY334 lab)

PSY340	Mentoring and Adolescent Development
PSY362	Approaches to Psychotherapy
PSY332	Tests and Measurements
PSY368	Counseling Psychology
PSY416	Group Dynamics

### **Courses Related to Cognitive Psychology, Neuroscience & Neuropsychology**

***Experimental Cognitive Neuroscience:*** Cognitive Neuroscience is the study of “how the human brain supports thought, perception, affect, action, social processes, and other aspects of cognition and behavior. Topics may bear on core functions such as sensory, learning, language, reasoning, emotion, and executive processes, or more specialized processes such as empathy, creativity, representation of self and other, music, or intentionality, among many other possibilities. Topics may also include how such processes develop and change in the brain” (From: [http://www.decadeofbehavior.org/fundsource/fdn\\_page.cfm?FdnNum=167&Start=1](http://www.decadeofbehavior.org/fundsource/fdn_page.cfm?FdnNum=167&Start=1) accessed 10/5/07).

#### ***Experimental/Cognition:***

Course #	Course Name
PSY288	Cognitive Psychology (pre-req for PSY330 lab)
PSY239	Physiological Psychology: Motivated Behavior
PSY216	Drugs and Behavior
PSY332	Tests and Measurements
PSY342	Seminar in Child Language Development
PSY385	Psychology of Memory

#### ***Experimental/Neuroscience:***

Course #	Course Name
PSY288	Cognitive Psychology (pre-req for PSY330 lab)
PSY232	Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)
PSY216	Drugs and Behavior
PSY332	Tests and Measurements
PSY342	Seminar in Child Language Development
PSY385	Psychology of Memory



**Clinical Neuropsychology:** Clinical Neuropsychology focuses on “the study of the relationships between the brain and human behavior. (It) promotes interdisciplinary interaction among various interest areas including physiological cognitive, developmental, clinical rehabilitation, school, forensic, and health psychology” (From: <http://www.apa.org/about/division/div40.html> , accessed 10/5/07).

<b>Course #</b>	<b>Course Name</b>
PSY288	Cognitive Psychology (pre-req for PSY330 lab)
PSY232	Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)
PSY202	Psychopathology
PSY332	Tests and Measurements
PSY302	Advanced Psychopathology
PSY385	Psychology of Memory

## **APPENDIX D**

### **CSI PSYCHOLOGY UNDERGRADUATE PROGRAM GOALS AND LEARNING OUTCOMES**

#### **I. KNOWLEDGE, SKILLS, AND VALUES CONSISTENT WITH THE SCIENCE AND APPLICATION OF PSYCHOLOGY**

This category represents activities that provide hallmarks of psychology education. Responsibility for development in and assessment of these areas rests primarily with the psychology faculty in coursework or psychology advising.

##### **Goal 1: Knowledge Base of Psychology**

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

##### **Suggested Learning Outcomes**

###### *1.1 Characterize the nature of psychology as a discipline.*

- A. Explain why psychology is a science
- B. Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
- C. Compare and contrast the assumptions and methods of psychology with those of other disciplines
- D. Describe the contributions of psychology perspectives to interdisciplinary collaboration

###### *1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:*

- A. Theory and research representing each of the following four general domains:
  - (1) Learning and cognition
  - (2) Individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
  - (3) Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
  - (4) Developmental changes in behavior and mental processes across the life span
- B. The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts

C. Relevant levels of analysis: cellular, individual, group/systems, and society/culture

D. Overarching themes, persistent questions, or enduring conflicts in psychology, such as:

- (1) The interaction of heredity and environment
- (2) Variability and continuity of behavior and mental processes within and across species
- (3) Free will versus determinism
- (4) Subjective versus objective perspective
- (5) The interaction of mind and body
- (6) Applicability of theories and measures across societal and cultural groups

E. Relevant ethical issues, including a general understanding of the APA Code of Ethics

*1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.*

A. Describe behavior and mental processes empirically, including operational definitions

B. Identify antecedents and consequences of behavior and mental processes

C. Interpret behavior and mental processes at an appropriate level of complexity

D. Use theories to explain and predict behavior and mental processes

E. Integrate theoretical perspectives to produce comprehensive and multifaceted explanations

*1.4 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).*

A. Compare and contrast major perspectives

B. Describe advantages and limitations of major theoretical perspectives

## **Goal 2: Research Methods in Psychology**

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

### **Suggested Learning Outcomes**

*2.1 Describe the basic characteristics of the science of psychology.*

*2.2 Explain different research methods used by psychologists.*

A. Describe how various research designs address different types of questions and hypotheses

B. Articulate strengths and limitations of various research designs, including distinguishing between qualitative and quantitative methods

C. Distinguish the nature of designs that permit causal inferences from those that do not

D. Describe how the values system of the researcher can influence research design and decisions

*2.3 Evaluate the appropriateness of conclusions derived from psychological research.*

A. Interpret basic statistical results

B. Distinguish between statistical significance and practical significance

C. Describe effect size and confidence intervals

D. Evaluate the validity of conclusions presented in research reports

*2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.*

A. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies

B. Formulate testable research hypotheses, based on operational definitions of variables

C. Use reliable and valid measures of variables of interest

D. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations

E. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses

F. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation

*2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.*

*2.6 Generalize research conclusions appropriately based on the parameters of particular research methods.*

A. Exercise caution in predicting behavior based on limitations of single studies

B. Recognize the limitations of applying normative conclusions to individuals

- C. Acknowledge that research results may have unanticipated societal consequences
- D. Recognize that individual differences and sociocultural contexts may influence the applicability of research findings

### **Goal 3: Critical Thinking Skills in Psychology**

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

#### **Suggested Learning Outcomes**

##### *3.1 Use critical thinking effectively.*

- A. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
- B. Identify and evaluate the source, context, and credibility of behavioral claims
- C. Challenge claims that arise from myth, stereotype, or untested assumptions
- D. Use scientific principles and evidence to resolve conflicting claims
- E. Recognize and defend against common fallacies in thinking
- F. Avoid being swayed by appeals to emotion or authority
- G. Evaluate popular media reports of psychological research
- H. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement
- I. Make linkages or connections between diverse facts, theories, and observations

##### *3.2 Engage in creative thinking.*

- A. Intentionally pursue unusual approaches to problems
- B. Recognize and encourage creative thinking and behaviors in others
- C. Evaluate new ideas with an open but critical mind

##### *3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.*

- A. Identify components of arguments (e.g., conclusions, premises/assumptions, gaps,

counterarguments)

- B. Distinguish among assumptions, emotional appeals, speculations, and defensible evidence
- C. Weigh support for conclusions to determine how well reasons support conclusions
- D. Identify weak, contradictory, and inappropriate assertions
- E. Develop sound arguments based on reasoning and evidence

*3.4 Approach problems effectively.*

- A. Recognize ill-defined and well-defined problems
- B. Articulate problems clearly
- C. Generate multiple possible goals and solutions
- D. Evaluate the quality of solutions and revise as needed
- E. Select and carry out the best solution

#### **Goal 4: Application of Psychology**

Students will understand and apply psychological principles to personal, social, and organizational issues.

#### **Suggested Learning Outcomes**

*4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology*

*4.2 Identify appropriate applications of psychology in solving problems, such as:*

- A. The pursuit and effect of healthy lifestyles
- B. Origin and treatment of abnormal behavior
- C. Psychological tests and measurements
- D. Psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation
- E. The resolution of interpersonal and intercultural conflicts

*4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.*

A. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems

B. Describe how applying psychological principles can facilitate appropriate change in institutions and in society

C. Articulate the role of psychology in developing, designing, and disseminating public policy

*4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.*

*4.5 Recognize that ethically complex situations can develop in the application of psychological principles.*

### **Goal 5: Values in Psychology**

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

### **Suggested Learning Outcomes**

*5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.*

*5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.*

*5.3 Seek and evaluate scientific evidence for psychological claims.*

*5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.*

*5.5 Recognize and respect human diversity.*

A. Anticipate that psychological explanations may vary across populations and contexts

B. Exhibit sensitivity to issues of power, privilege, and discrimination

*5.6 Assess and justify one's engagement with respect to civic, social, and global responsibilities.*

*5.7 Understand the limitations of one's psychological knowledge and skills.*

## **II. KNOWLEDGE, SKILLS, AND VALUES CONSISTENT WITH LIBERAL EDUCATION THAT ARE FURTHER DEVELOPED IN PSYCHOLOGY**

This category includes activities that are usually part of a general education program or liberal education. Thus, these goals and learning outcomes reference our courses that are part of the general education program at the college. Responsibility for student development in these areas and assessment of students' achievements tend to be shared across a broader range of disciplines than just psychology; however, psychology coursework can contribute to and expand upon these general education goals in significant ways. In turn, well-developed liberal education skills can contribute to student achievement within the psychology major.

### **Goal 6: Information and Technological Literacy**

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

#### **Suggested Learning Outcomes**

*6.1 Demonstrate information competence at each stage in the following process:*

- A. Formulate a researchable topic that can be supported by database search strategies
- B. Locate and choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries
- C. Use selected sources after evaluating their suitability based on
  - (1) Appropriateness, accuracy, quality, and value of the source
  - (2) Potential bias of the source
  - (3) The relative value of primary versus secondary sources, empirical versus nonempirical sources, and peer-reviewed versus non-peer-reviewed sources
- D. Read and accurately summarize the general scientific literature of psychology

*6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.*

*6.3 Use information and technology ethically and responsibly.*

- A. Quote, paraphrase, and cite correctly from a variety of media sources
- B. Define and avoid plagiarism
- C. Avoid distorting statistical results
- D. Honor commercial and intellectual copyrights



*6.4 Demonstrate these computer skills:*

- A. Use basic word processing, database, e-mail, spreadsheet, and data analysis programs
- B. Search the Web for high-quality information
- C. Use proper etiquette and security safeguards when communicating through e-mail

**Goal 7: Communication Skills**

Students will be able to communicate effectively in a variety of formats.

**Suggested Learning Outcomes**

*7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).*

- A. Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
- B. Use APA style effectively in empirically based reports, literature reviews, and theoretical papers

*7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).*

*7.3 Exhibit quantitative literacy.*

- A. Apply basic mathematical concepts and operations to support measurement strategies
- B. Use appropriate and relevant probability and statistical analyses to facilitate interpretation of measurements
- C. Articulate clear and appropriate rationale for choice of information conveyed in charts, tables, figures, and graphs
- D. Interpret quantitative visual aids accurately, including showing vigilance about misuse or misrepresentation of quantitative information

*7.4 Demonstrate effective interpersonal communication skills.*

- A. Listen accurately and actively

- B. Use psychological concepts and theory to understand interactions with others
- C. Identify the impact or potential impact of one's behaviors on others
- D. Articulate ideas thoughtfully and purposefully
- E. Use appropriately worded questions to improve interpersonal understanding
- F. Attend to nonverbal behavior and evaluate its meaning in the communications context
- G. Adapt style to communicate sensitively and effectively with diverse ethnic and cultural partners
- H. Provide constructive feedback to colleagues in oral and written formats

*7.5 Exhibit the ability to collaborate effectively.*

- A. Work with groups to complete projects within reasonable timeframes
- B. Solicit and integrate diverse viewpoints
- C. Manage conflicts appropriately and ethically
- D. Develop relevant workplace skills: mentoring, interviewing, crisis management

### **Goal 8: Sociocultural and International Awareness**

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

#### **Suggested Learning Outcomes**

*8.1 Interact effectively and sensitively with people from diverse abilities, backgrounds, and cultural perspectives.*

*8.2 Examine the sociocultural and international contexts that influence individual differences.*

*8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.*

*8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.*

*8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.*

*8.6 Predict how interaction among diverse people can challenge conventional understanding of psychological processes and behavior.*

**Goal 9: Personal Development**

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

**Suggested Learning Outcomes**

*9.1 Reflect on one's experiences and find meaning in them.*

A. Identify one's personal, sociocultural, and professional values

B. Demonstrate insightful awareness of one's feelings, emotions, motives, and attitudes based on psychological principles

*9.2 Apply psychological principles to promote personal development.*

A. Demonstrate self-regulation in setting and achieving goals

B. Self-assess performance quality accurately

C. Incorporate feedback for improved performance

D. Purposefully evaluate the quality of one's thinking (metacognition)

*9.3 Enact self-management strategies that maximize healthy outcomes.*

*9.4 Display high standards of personal integrity with others.*

*9.5 Seek diverse input and experience with diverse people to enhance quality of solutions.*

**Goal 10: Career Planning and Development**

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

**Suggested Learning Outcomes**

*10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) in formulating career choices.*

*10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.*

*10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.*

*10.4 Identify and develop skills and experiences relevant to achieving selected career goals.*

*10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.*

*10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.*

**APPENDIX E**

**LEARNING OUTCOMES IN PSY 242**

General Education Assessment of PSY242 Developmental Psychology  
 Prepared by Profs Sarah Berger, Rima Blair, and Patricia Brooks, Dept of Psychology  
 May 2008

Two Gen Ed Learning Goals were developed:

1. Think critically, at a rudimentary level, by analyzing assumptions and biases, and by considering alternative explanations.
2. Be able to relate the facts, theories, and methods of developmental psychology to everyday problems and real world concerns.

To establish rubrics for assessment, we focused on PSY242 as a writing-intensive class, and developed final paper topics that emphasized critical thinking and application of developmental psychology to everyday problems and real world concerns. Excerpts from student papers were collected and coded by the instructors. Two of three sections were taught by full-time faculty in the Fall of 2007, and were amenable to evaluation. Paper topics and representative excerpts from student papers are described below.

Summary of Results from Assessments: Percentages of students demonstrating achievement of each of the learning goals in each section.

	Blair	Berger
Strong Application + Strong Critical Thinking	26%	25.5%
Some Application and/or Some Critical Thinking	55.5%	15%
No Application + Some Critical Thinking	0%	20.5%
No Application + No Critical Thinking	18.5%	38%

While about 1 out of every 4 students in each section produced strong evidence of critical thinking and application in their essays, there were students in each section who failed to show any evidence in their written work of achieving either learning goal. This latter finding suggests the need to commit additional resources to facilitate effective teaching of this course to target students who are not grasping key concepts. It also suggests that a good many students were in need of learning assistance and would be likely to benefit from a smaller class size, whereby the faculty could provide more individualized attention. The PSY242 enrollment is capped at 50 students, which is considerably higher than other 200-level courses at CSI.

There are a number of limitations in our assessment data. First, we did not have any indices of students' grasp of key concepts at the beginning of the semester that would allow us to evaluate the degree of improvement occurring during the semester. It would be desirable to compare first and final papers with respect to evidence of critical thinking and application of developmental

psychology. Second, we did not have information regarding individual students (i.e., number of credits completed, number of previous psychology courses) that would allow us to evaluate the progress of students within the psychology program as a whole. Third, we did not obtain any data from sections taught by adjunct faculty. It is essential for us to evaluate the extent to which material covered across sections is comparable.

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Fall 2007  
Dr. Rima Blair  
PSY 242

40 students completed the following assignment, which was worth 25 % of their grade. At the conclusion of the semester 27 (67.5%) papers were available for assessment.

Assignment:

You will write a three-page paper discussing a vividly remembered memory from childhood or adolescence in relation to a research topic in developmental psychology. I will help you find a developmental psychology topic relevant to one of your memories. Then you will do a library search to find two or more excellent current (1995 to present) research articles relevant to the topic and your memory. These are available online in full text, in microfiche or on the CSI library shelves. Part of your grade will be based upon the relevance and quality of the articles you select. Feel free to show them to me and ask my opinion. **Going to the library class will make your life much easier.**

In your paper, you will first describe your past experience and then discuss it in relation to developmental concepts, theories and findings drawn from your research.

You can organize your paper as follows: **First**, present your memory. **Second** discuss and interpret your memory in relation to the two or more research articles you read. Using your own words, summarize the research ideas and findings that seem most relevant to your memory. Point out linkages between your past experience and your research. Does your memory reflect what is important at that stage of development? How does knowing what developmental psychologists have learned about the topic enlarge your understanding of your memory?

Use APA style to give credit to your sources throughout your paper; credit your sources each time you base what you say upon another's work. Watch out for over-quoting and plagiarizing.

How do you use APA style to give credit throughout your paper? Cite the author(s) last name(s) and date of publication in parentheses. All works cited should be listed alphabetically in APA format in a **References** page at the end of your paper. An APA Style handout will be distributed and reviewed in class.

7 (26%) papers received the highest rating

- 1) Application of course material to everyday life
- 2) Critical thinking

Sample passages:

In the second research article that I have chosen, “Multivariate Models of Mothers’ and Fathers’ Aggression Toward Their Children” (Slep & O’Leary, 2007), a model is developed to evaluate parental aggression for the purpose of improving prevention and intervention. This covers factors such as cultural influences, economic status, education, family size, expectations of the child, justification of physical aggression, negativity toward life events, anger reactions and associated stress. This model, similar to the “family stress model” mentioned in our textbook, *The Developing Person Through Childhood and Adolescence*, Seventh Edition, by Berger (2006), cites how certain influences similar to those in the research model, such as one’s income, can create a level of parental stress that may manifest in aggressive behavior toward the children. My father worked day and night, supporting six children and a wife on a teacher’s salary particularly during the late 50s through the 60s and 70s when teachers were paid ridiculously low wages. This research model is additionally exemplified by my father’s high expectations that his children should excel under heavy-handed discipline and b his cultural and generational upbringing in reference to the acceptability of aggression as discipline. Also, his general inability to enjoy his family fueled his frustration, negativity and aggressive behavior.

Similar to Pike, Coldwell and Dunn’s study, the results of this study also provided evidence that my brother’s aggression was partially due to “parental differential treatment” (Richmond, Stocker and Rienks, 2005). In addition this study confirms that because my parents began favoring me after realizing my brother was being spoiled by my grandparents, it actually led to an even more severe problem.

Children who act out behaviorally may receive harsher treatment than their siblings...and the harsh treatment...may in turn lead to increased externalizing behavior by the less favored sibling, exacerbating the existing differential treatment.(Richmond, Stocker and Rienks, 2005)

My parents’ actions were somewhat understandable because at that time, my parents assumed that my grandparent’s love and attention for my brother would replace theirs. After noticing what it had caused, however, my parents readjusted and balanced their favoritism toward both of us.

15 (55.5%) students demonstrated some application and some critical thinking, but an insufficient amount to receive full credit on the assignment or showed some application of the material, but no critical thinking

Sample passages:

The major problem was how exactly you treat this phobia....Once a week, my father and I would pass an animal shop. He would have me walk up to the windows, watch the puppies play and bark then leave. After a few months, I would progress into going into the shop and look around. There were days were I would actually go over, with my father right behind me and pet the puppies. ...

What my father used was a behavioral therapy technique called exposure therapy. “The exposure view emphasizes the presence of feared stimuli and the duration of clients’ exposure to them as determinants of change. ...



For example, McGuire, McHale and Updegraff (1996) described four profiles of sibling relationships in childhood, labeled “affect-intense” (high hostility and high warmth), “hostile” (high hostility and low warmth), “harmonious” (low hostility and high warmth), and “uninvolved” (low hostility and low warmth) (Sherman, Landsford and Volling, 2006). My sister and I had an “affect-intense” relationship for a period of time. We would always fight, verbally and physically, but be friends again by the end of the night.

5 Papers (18.5%) received the lowest rating where they did not follow the assignment (application of material) at all, or misapplied the material they described, and did not show any critical thinking related to the assignment.

Sample passages:

In the article I read “Diagnostic, demographic, memory quality, and cognitive variables associated with acute stress disorder in children and adolescents talks about how after a month a car accident psychologists they found symptoms of acute stress disorder in patients. Acute stress disorder in patients show preexisting posttraumatic stress disorder.

I found this information from an online article *Middle Man, (2005). Near Death Experiences Part 3 . Retrieved December 4,, 2007 from <http://caughtinthemiddleman.com>*. This article is similar to my own memory because we both almost nearly died when we were drowning. Although my situation was with a person pulling me under, in the article it was the rip tide that was pulling this boy under the water. He felt that he wasn’t going to make it because he mentioned how tired he became fighting to stay above water and like me I too thought that my day in the pool was going to be my last day alive. So far the memory that I am explaining doesn’t really have much to do with any of the developmental stages of psychology.

Fall 2007  
Dr. Sarah Berger  
PSY 242

34 students turned in the following assignment, which was worth 15% of their grade:

**CHOOSE ONE PAPER TOPIC FROM THE FOLLOWING CHOICES**

**Paper Topic 1: Parenting Decisions – Weaning**

For inspiration, go to any place where you can observe infants or toddlers with their caregivers. Watch how the children eat, drink, and use pacifiers while they interact with their caregivers. After you are sufficiently inspired, formulate an argument about at least one of the following topics:

- What are the appropriate age range(s) for weaning children from (a) breast feeding, (b) bottle feeding, and/or (c) using a pacifier? Should children be weaned from all three types of nipples at the same time? What are the developmental implications for weaning at your chosen age range(s)? You might consider cross-cultural or ethnic differences.
- At the top of the first page, provide the following summary information (10 pts). Use phrases only, not paragraph format:  
For naturalistic observations:
  - date, beginning and ending times, and location of observation;
  - approximate ages of children;
  - sex of caregiver;
  - type of feeding/carrying situation.

**Paper Topic 2: Parenting Decisions – Toilet Training**

For inspiration, you may discuss toilet training infants with a parent, caregiver, or friend. After you are sufficiently inspired, formulate an argument about at least one of the following topics:

- What is the appropriate age range for toilet training? What are some developmentally appropriate guidelines or tips for successful toilet training? What are the developmental implications for toilet training at your chosen age range?
- At the top of the first page, provide the following summary information (10 pts). Use phrases only, not paragraph format:

For interviews:

- date of interview;
- sex and approximate age of respondent;
- status of respondent (parent, nonparent, caregiver).

**Paper Topic 3: Children's Television**

Watch one television program geared to children in early or middle childhood (ages 3 to 12 years). It may help to videotape the program so that you can watch sections repeatedly. Pay special attention to magical or supernatural events, techniques of the medium (zooming, over-voicing, time-lapse, flashbacks, etc), and violent and potentially scary events. Evaluate the program or a portion of the program based on one of the following topics: language acquisition,

school skills, appearance/reality distinction, children's understanding of the television medium, gender development, pro-social behavior, sexual behavior, or aggression.

- At the top of the first page, provide the following summary information (5 pts). Use phrases only, not paragraph format:
  - names of program
  - channel
  - time it was shown
  - age and sex of children who are likely to view the program
  - list of products advertised during commercial breaks
- Include a brief (1 paragraph) summary of the contents or plot (5 pts).

For all papers:

- Select an appropriate title for your paper (5 pts).
- Begin the paper with an introductory paragraph that sets up your topic and arguments (10 pts).
- In the body of the paper, present your argument for age of weaning, toilet training, or television evaluations based on concepts, methods, theories, issues, or research findings from the literature on child development.  
Support your opinion with theory and data from developmental research. You may use parenting books for ideas only NOT for evidence for your arguments. You must use empirical results or theoretical papers only—professional psychological publications, not pop psychology (55 pts).
- End your paper with a concluding paragraph that summarizes your arguments or points toward new directions for research or thinking (10 pts).
- Use APA format to cite the authors of the conceptual or empirical work (5 pts) and include an APA format reference list (5 pts).

9 papers (25.5%) received the highest rating

- 1) application of course material to everyday life
- 2) critical thinking

sample passages:

*The furniture is alive and there are talking bananas and monkeys. Although very strange, this type of entertainment is extremely interesting to the intended audience members. According to Jean Piaget, the children would be in the preoperational stage of his stage theory in believing magical events and animisms.*

*Harlow's experiment involving monkey's in the strange situation demonstrates they are more likely to explore when their cloth mom was present being a secure base. Bringing the potty chair into none threatening environments, such as their play area, will give the child a change to explore and become comfortable sitting on it while still being in a secure area. Keeping the*

*child company and helping them learn how a toilet works will help prevent them from being frightened.*

*Butterworth and Grover found that by 18 months of age infants could use the direction of an adult's gaze to determine the location of an object they cannot currently see. This method of focusing attention along with verbal expressions of the adult can be used to direct the infant the location of the potty seat or the bathroom where the infant can find the potty seat, whenever the infant shows signs of the need to go to the bathroom.*

*No matter the language, all speech follows a set pattern. The pattern initiates with the first person making a statement, the statement is followed by a pause, then the second person makes a statement and so the cycle continues. Though this mold comes naturally to most adults, it is a learned behavior and vital for good language skills, no one enjoys conversing with a rude person, who constantly interrupts the dialogue. Turn taking is referred to as "the dance" (cited in Berger, 2007). Little Einstein's focuses greatly on teaching it's viewers the importance of "the dance". BY means of audience participation the characters solicit viewers a question, pause, giving the children time to answer at home and then congratulate the kids on obtaining the true answer thereby demonstrating the proper listening skills. While conversing amongst each other characters take long breaks after each complete thought to show the taking turn technique of the dance.*

*Dweck (1986, cited in Berger, 2007) found that children who are seen as having a low ability for learning as well as striving to gain acceptance but not knowledge are most likely to have a really bad outcome in their school performance. The outcome is much different for those children who also have a low ability but want to learn because they show that it is possible to find the answers to difficult problems, but it just might take them a little longer to solve them (1986, cited in Berger, 2007). Watching a television show that not only teaches children new concepts and information but also does it in a positive way that makes them want to learn is beneficial to how these children can carry over that new found knowledge into different aspects of their school experiences and social interactions.*

*Ad Dora and Boots begin their adventure, Dora teaches basic Spanish words and phrases, which is later translated from either her or Boots, then asks for the audience to repeat after her. As she repeats them slowly and clearly the children are able to repeat back. Imitation is a key factor in learning language. Children as young as in infancy imitate spoken words expanding their vocabulary day by day. Learning a new language is like the utterances of the first words. Dora speaks with pauses and pitch which is preferred by children according to Fernald (1985, Cited in Berger, 2007).*

*As for language development, the child is still young enough to respond to motherese (Berger, 2007) a form of baby talk that mothers use to try and teach their children to speak, yielding the voice over's of the characters to exhibit the same types of behaviors when a lesson is trying to be taught such as a new word in Spanish, in which the camera zooms in on Dora's face and she says the word slow enough to hear every vowel, syllable, consonants in the word and then asks the child to repeat the word about two to three times, but as Dora is saying the word in Spanish she starts the word out in a softer tone and moves to a higher tone. Its almost like even*

*thought the child understands English and can probably construct sentences by now with Dora speaking in motherese its as if the child is learning how to speak all over again except this time in a new language still incorporating English so that a bilingual skill may form.*

*According to researchers, infants contain sensory information and perception-ability to organize sensory information-and form associations between how things look, feel, smell, etc. (Bryant, 1974; Gibson, 1988; Piaget, 1954, cited in Deloache, Eisenberg, Siegler, 2006). This research shows that an infant should then be able to associate the feel of a full diaper with the sight that it is full, or the smell of a full diaper can cause the baby to visualize that it is full. Since the infant can make these associations, it slows them to become aware of the actual properties of the diaper, and they may eventually be able to associate the feel/fullness of the diaper with the feeling of discomfort.*

*Also, according to Bailiargeon, 3 month olds are aware that an object will fall if it is not supported by an object (1994, cited in Deloache, Eisenberg, Siegler, 2006). This is important because a child is then capable of understanding that if they remove their diaper (using fine motor skills) with no support under them, the diaper can then fall to the ground, and will no longer be attached to them.*

*An adult who does experience consequence, and the control group. The children who saw the film with consequence were much more passive when it came to playing with the bobo doll, and those who did not see consequence were aggressive. This study shows that children learn by observing a model and they are likely to imitate if no punishment or consequence is seen. Banura once again showed that Dexter's Lab is not an apt show for children to watch.*

5 additional papers (15%) demonstrated some application and some critical thinking, but an insufficient amount to receive full credit on the assignment or showed some application of the material, but no critical thinking.

*It has been said that the toilet training process is also a good bonding time with a parent and their child. It's a great feeling when a parent can show their child something and the child benefits from what their parents taught them. That special attachment is proven with the attachment theory based on John Bowlby's work that posits that children are biologically predisposed to develop attachments with caregivers as a mean of increasing the chances of their own survival. Van IJzendoorn & Sagi (1999) – found that in the China, Europe and Africa, there are securely attached, insecure/resistant and insecure/avoidant children.*

*The fact that the child remembers why he should go to the toilet instead of relying on diapers is amazing considering his age. And because of this new taught lesson about toilet training, this will affect his long-term memory. As he gets older toilet training would not only be a long-term memory but a habit. And because of his mother showing him visually through pictures and talking to him verbally about what he should know, toilet training would stay with him forever. A parent's cultural background can also play a major role in their decisions on how to do things when it comes to their family. According to cultural tools like symbols, artifacts, skills, and values can help a toddler go further along with their toilet training experience.*

*Anderson, Berkowitz, Donnerstein, Huesmann et al., (2003) stated that “Research on violent television and films, video games, and music reveals unequivocal evidence that media violence increases the likelihood of aggressive and violent behavior in both immediate and long-term contexts.” They go on to explain that exposure to media violence has an impact in four different ways. The first is through learning and imitation. The child sees aggression, they learn new behaviors, and they imitate them. The second is that media violence increases accessibility to the children’s own aggressiveness. The third is that media violence is physiologically arousing which makes them more likely to react violently. The fourth way exposure to media violence impacts children is through emotional desensitization, whereas violent thoughts and behaviors are decreased after long-term exposure to media violence.*

7 papers (20.5%) demonstrated evidence of critical thinking, but did not follow the assignment by only minimally applying course material to everyday life.

*The fact that role playing is more effective than pro-social television may have influenced the decision to include children acting out helpful situations at the end of the show. For instance, one child claimed to have a fear of caterpillars and his partner told him he should not look at caterpillars when they are on the street. Another child expressed a fear of mice, and his partner suggested he used mouse traps. This put the themes expressed in Arthur into “real-life” situations for viewing children to observe and for the participating children to act out.*

*Jet’s inability to solve problems without aggression comes to a dramatic finale when Aang and Katara realize that Jet is dangerous and no ally to them. They move to stop the bombing of the dam, which would wash out the Fire Nation as well as an ally Earth Kingdom village, but Jet cuts them off. He brings up Katara’s mother again, which is a proactive verbally aggressive move he expects will work as many times as he needs it to. Instead, Katara identifies his aggressive and anti-social behavior. Dodge et al, found that aggressive children respond to such provocation with hostility as they find their decisions and judgments to be morally acceptable (1997), as cited in Siegler, 2006), and indeed Jet had already determined in his mind that attacking the Fire Nation mattered more than protecting an unrelated village. Katara recognizes Jet’s unhealthy aggressive behavior for what it is and incapacitates him by means of the mystical element fighting the show calls “water bending”.*

*In the course of the episode, all of the children take part in the various activities presented by Barney. These activities include putting together simple shapes, such as squares and triangles, to create bigger, more animate objects. One child used squares, triangles, rectangles and little circles to create a train with cars following behind it on a trolley. Another young girl dipped a triangular shaped sponge into red paint and then repeatedly smudged it on a piece of paper, creating the shape of a cat. Finally, another girl drew a giant leaf and then put soft fluffy circles on top of it, creating the illusion of a caterpillar. I must say, I was very impressed in seeing how these children used their imagination skills to make sensational works of art out of nothing more than some cut out shapes and a little bit of paint. This proves the point that what was done in this episode will help young children use their minds and apply their imagination and creativeness to their life as well as to their school work.*

13 papers (38%) received the lowest rating where they did not follow the assignment (application of material) at all, nor did they show any critical thinking unrelated to the assignment.

*“The potty training in one day method” was made popular by Dr. Phil and is based on two simple concepts: best way to learn something is to teach it and behavior is shaped by consequence. Use a potty training doll to model the appropriate potty training behavior for your child and use consequences for action, logical and natural. The pros are it’s quick and can be done in one day to a maximum of two weeks and is a structured method. The cons are that it takes planning and preparation, it requires follow through by parents and it is made to look easier than it really is.*

*As being a parent, who gets the true satisfaction of the concept of toilet training, the student or the teacher? There are three winners to this concept. They are the baby of course, the parents, and the household where the whole family could be able to complete this teaching task. There are also a few more benefits which are the molding of a bond with the parents and the child, and patience which is a virtue, seldom found in women and never found in men. This also taps into the window of learning. It can get rid of those disgusting diapers as well which can save you a lot of cleaning. This is a way that babies can feel responsibility and control themselves at such a young age. Children learn how to control their urination on cue. It can help prevent health problems due to holding of urination or bowel movements. Another benefit is the use of underwear or boxers is more comfortable than gross diapers or wet cloth diapers.*

*Methods for toilet training vary though. Adopting an attitude that “it will eventually happen” will ease the parents’ frustration and protect the children’s sense of esteem. Potty training should be formulated and have a sense of structure to it. Parents should start by providing a potty chair for training. Use praise such as clapping their hands and incentives like books to read while sitting, without allowing them to be too distracting. A regular pattern of toileting should be established, for example, before or after meals, or before bed. By using simple but realistic words such as “go potty” to children will provide a child like friendly attitude towards training. Most importantly, always encouraging children to try.”*

*There was more to the training of the children than where they were in their developmental growth. The training process was not automatic. Positive reinforcement was used quite often to urge the child to use the toilet properly. Some parents played games with their child, such as “target practice”. Other parents had their children on token economies, giving them sticker on a board for every time they used the bathroom successfully. After a certain number of stickers were accumulated, the child would be rewarded by either being able to pick out a toy, or get a book read to them, depending on the family.*

**APPENDIX F**

**PSYCHOLOGY CONCEPT SURVEY**



To: The Outcome Assessment Committee  
From: Prof. E. F. Meehan  
Re: The “concept survey” study of the Psychology Department (2002-2005)  
Date: July 19, 2011

The following is a summary of work done by the outcome assessment committee to explore assessment of knowledge as an outcome for Psychology majors. At that time the committee was interested in two domains of knowledge: the content domain of psychology, as assessed by the “concept survey”; and the domain of quantitative reasoning (skills that allow an individual to draw conclusions from quantitative data), which were to be assessed separately. The latter included operational knowledge such as being able to make inferences based on a statistical analysis or being able to track the net effect with changing excitatory and inhibitory functions.

There were three iterations of the content survey. A great deal of work also went into a reliable scoring system. There was great variability amongst the faculty at first. The last version (2004) consisted of eight items which were given to 278 students (94 from PSY 100, 143 from 200-level psychology courses and the remaining 41 from 300-level courses.

The instructions read: To evaluate the knowledge our students have about Psychology, please write your best definition or understanding of the phrase below. You can give an example or whatever you think will indicate your knowledge of the terms.

1. Types of Memory
2. Nativism and Empiricism
3. Fundamental Attribution Error
4. Theories, Causes and Treatment of Depression
5. Correlation and Causation
6. Contributions of Jean Piaget
7. Negative Reinforcement
8. Contributions of Humanism to Personality Theory

A scoring key (0-4) was established over a two years period. The format was taken from the CUNY Writing Proficiency scoring system and was refined with two sets of inter-rater reliabilities. A score of 0 fails to address task, no answer, no evidence of understanding topic; 1 = Well Below Average, shows limited understanding; 2 = Below Average, 3 = Adequate/Average; and 4= Above average. The exact system is given below.

The sheer volume of the results of the survey overwhelmed the faculty and it was decided that 20 participants from each level would be scored on the first four questions. The data confirmed our hypothesis that as the level of instruction increased, the scores would increase. The means for the 100-, 200-, and 300-level students were 2.98 (SD=1.36), 3.37 (SD=1.72), and 4.79 (SD=2.17) respectively. Inter-rater reliabilities from a select group of five faculty were good at  $r = + 0.78$  accounting for about 60% of the variance. It was determined that although this would be good information, there was no support for accomplishing such a task on a regular basis. It was thought that this might be the preliminary work for a final capstone examination given to all Majors. The goal of the next phase of outcome assessment was to begin to codify the domains contained within the quantitative reasoning concept.

Results

**100 LEVEL**

Subject	Question Number:				Questions	Total
#	1	2	3	4	Attempted	Score
7	1.6	0	0	2	2	3.6
8	1.4	1	0	0.6	3	2.1
9	1.6	0	0	0	1	1.6
10	1.6	0	0	0.2	3	1.8
12	1.6	0	0	2.6	2	4.2
13	1.6	0	0	0.9	2	2.5
21	1.6	0	0	0.5	2	2.1
26	1.6	1.6	0.2	2.4	4	4.4
31	1.6	0	0	0.8	2	2.4
33	1.6	0	0	0	1	1.6
36	1.6	0	0	1.8	2	3.4
55	1.6	0	0	1.6	2	3.2
57	2	0	0.2	1.2	3	3.4
75	1.6	0	0	1.6	2	3.2
76	2	1.4	1.2	2.2	4	6.8
77	0.6	0	0	0	1	0.6
83	1.4	0	0	1.4	2	2.8
85	1.6	0.4	1.4	1.2	4	4.6
89	1.6	0	0	0.6	2	2.2
91	1.6	0	0	1.4	2	3

Mean 2.975  
SD 1.360679

**200 LEVEL**

Subject	Question Number:				Questions	Total
#	1	2	3	4	Attempted	Score
95	1.8	0	0	1.8	2	3.6
96	1.6	0	0	1.2	2	2.8
98	2.4	0	3	0	2	5.4
108	1.6	0	0	1.8	2	3.4
117	1.2	0	0	1.8	2	3
118	1.6	0	0	1.6	2	3.2
143	1.6	0	0	1.6	2	3.2
155	1.6	0	0	2.2	2	3.8
156	0.4	0	0	0	1	0.4
161	1.6	0.2	0	0.4	3	2.2
179	1.6	0	0	2.2	2	3.8
181	0.2	0	0	0	1	0.2
182	1.6	0	2.2	2	3	5.8

183	0	0	0	0	0	0
187	1.8	0	0.2	2.4	3	4.4
190	1.6	0	2.4	1.4	4	5.4
207	2	0	0	2.4	2	4.4
209	1.8	1	0	2.4	3	5.2
212	0.8	0	0	1.4	2	2.2
221	2.2	0	1	1.8	3	5

Mean 3.37

**300 LEVEL**

SD 1.719578

Subject #	Question Number:				Questions Attempted	Total Score
	1	2	3	4		
224	2	1.8	1.2	1.2	4	6.2
225	1.6	0.6	1	2.6	4	5.8
226	1.6	1	0.2	2.6	4	5.4
227	0.4	1	0	0	2	1.4
231	1.6	0	0	2.2	2	3.8
237	1.8	1.4	0	0	2	3.2
244	1.6	0	0	1.6	2	3.2
246	2.6	1.6	0	1.6	3	5.8
249	3	0	0	2.4	2	5.4
250	1.8	0	0	1.6	2	3.4
253	1.6	0.4	0	3.2	3	5.2
260	1.6	2.4	0	2.6	3	6.6
261	2.8	3	2.8	2.4	4	11
262	1.6	1.2	0	2	3	4.8
264	1.4	1.6	1	1.8	4	5.8
265	0.2	0	0	0	1	0.2
268	1.8	0	1	1.6	3	4.4
269	1.6	2	0.8	0	3	4.4
271	1.6	0.2	1.4	2.4	4	5.6
273	1.6	0.6	0.8	1.2	4	4.2

Mean 4.79

SD 2.172047

Initially nine content areas were selected from the list of PSY 100 topic areas and four topics were selected for each:

1. Abnormal (behavior pathology)
  - a. List two theories of schizophrenia
  - b. What is the DSM IV-R
  - c. Describe two major approaches of psychotherapy
2. Cognition
  - a. List three or more types of memory
  - b. Insight Learning
  - c. Language and thought

3. Biological/Physiological (neuroscience)
  - a. Anatomy of neurons
  - b. Neurotransmitters
  - c. List three brain structures and their function
  - d. Aim of twin studies methodology
4. Personality
  - a. List three of Freud's contributions
  - b. Define personality
  - c. List three major contributions of Humanistic theories of personality
  - d. List three major contributions of Cognitive theories of personality
5. Methods and Statistics
  - a. Within and between subject research design
  - b. Contrast reliability and validity
  - c. Causality and correlation
6. History and Systems
  - a. Nativism vs. Empiricism
  - b. Introspection
  - c. Two major contributions of behaviorism
  - d. Define functionalism and structuralism
7. Developmental
  - a. Insecure attachment
  - b. List a major contribution of J. Piaget
  - c. Identity Formation
8. Learning
  - a. Negative reinforcement
  - b. Classical Conditioning
  - c. Discrimination and generalization
  - d. Behavior Analysis
9. Social
  - a. Fundamental Attribution error
  - b. Self-fulfilling prophecy
  - c. Gender Identity
  - d. A major contribution of S. Milgram

Areas not considered: Emotion, Health and Stress; Intelligence; Sensation and perception; states of consciousness; etc.

**APPENDIX G**

**PSYCHOLOGY CURRICULUM MAP**

## Psychology Department Curriculum Map

Once we established program goals for our department, it was important to understand how well our course offerings meet these goals. To this end, we asked each of the full-time and adjunct faculty in our department to indicate to what level their courses meet each of the 8 departmental program goals. The purpose of this exercise was to initiate the goal of providing learning objectives for each course that are congruent with the program goals of the department. This fall, course instructors will be provided with learning objectives that are tailored for individual courses, based on the data presented below. Instructors can add additional learning objectives as necessary, but there are common core learning objectives that must be stated for each section of a particular course.

The data presented below were collected from 26 full time and adjunct faculty in the spring semester of 2001. Faculty were asked to rate how a course matches each of the 8 program goals for each of the courses they have taught or will teach in the period from fall 2008 to fall 2011. For each program goal, faculty were asked to rate the level of engagement with which they teach the course on a 4 point scale (0: does not address; 1: Introduces Concepts; 2: Reinforces Concepts; 3: High Level of Engagement). This scale was adopted from the scale generated by the CSI Office of Institutional Research and Assessment to generate similar curriculum maps for general education courses at CSI. In all, 39 of the 54 psychology courses listed in the course catalog were evaluated in this way.

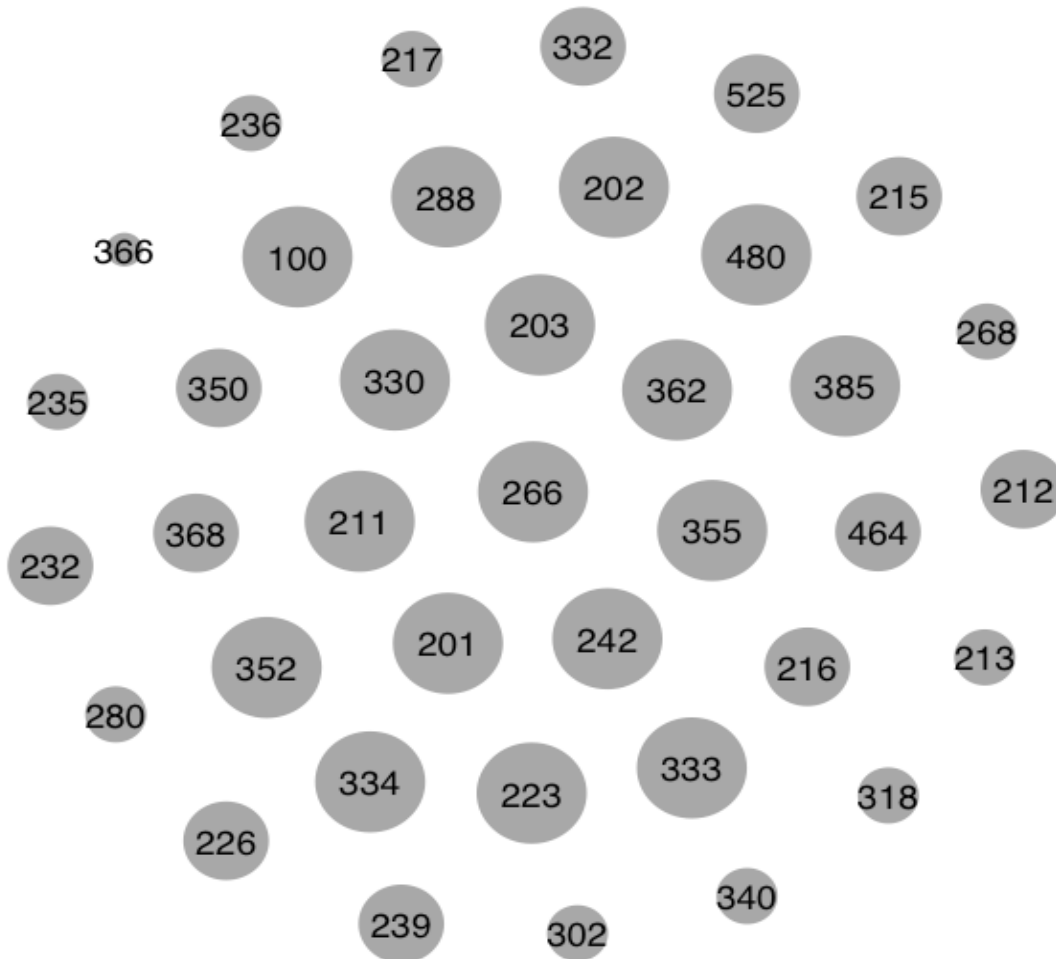
The graphs below provide a visual summary of each program goal generated using the network graphing program Gephi. Each circle (or node) represents an individual course (indicated by the number on the node). The size of the circle indicates the consensus response based on the survey answers (with the higher level of engagement chosen when two levels were indicated by 50% of the respondents for a course. In cases where no consensus could be reached (defined as less than 50% of the responses on any of the 4 levels), the class was not included for that program goal. The nodes are arranged by hand so that larger nodes (courses with higher levels of engagement are toward the center of the cluster).

An overview of the graphs shows that multiple courses achieve one or more of the program goals with a high level of engagement. Of particular note are the 6 credit laboratory courses (PSY 33X), which show a high level of engagement in multiple domains.

We will continue to work with these data as we begin to craft learning objectives for each course.

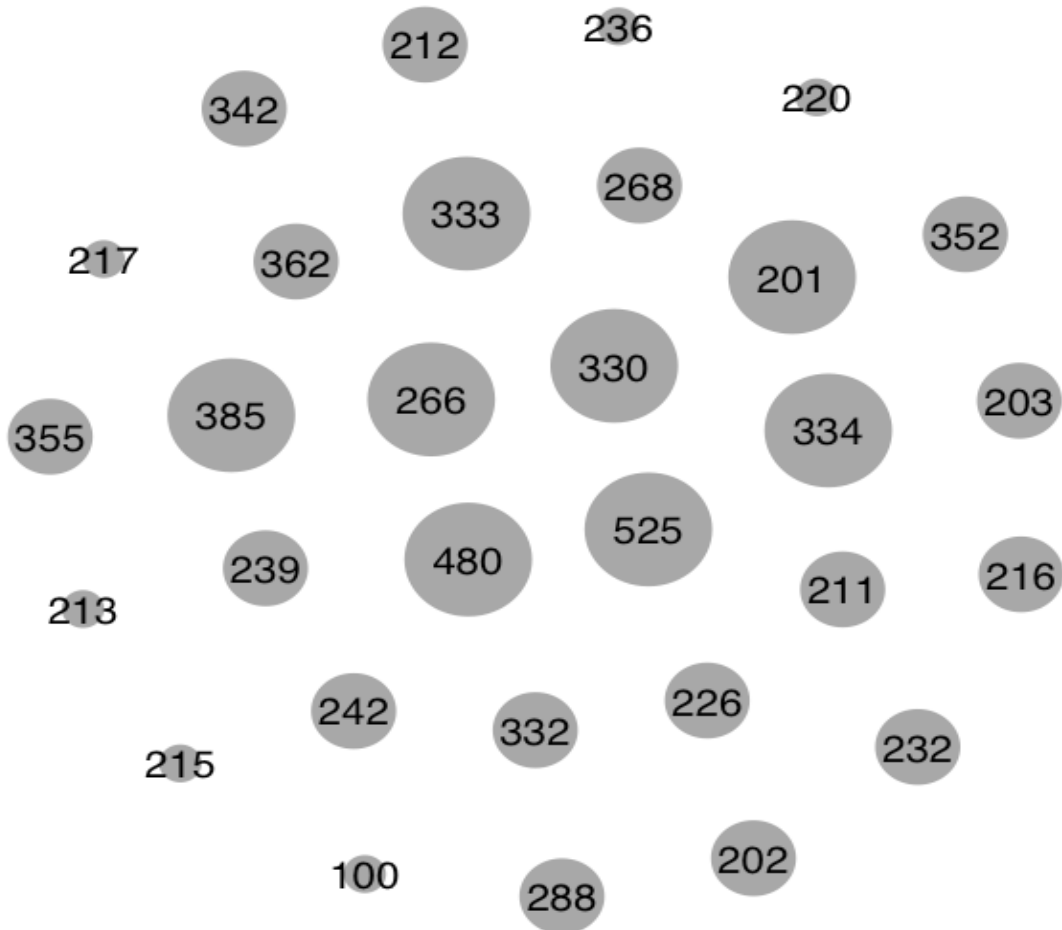
Goal 1. Knowledge Base of Psychology

Students learn to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.



Goal 2. Research Methods in Psychology

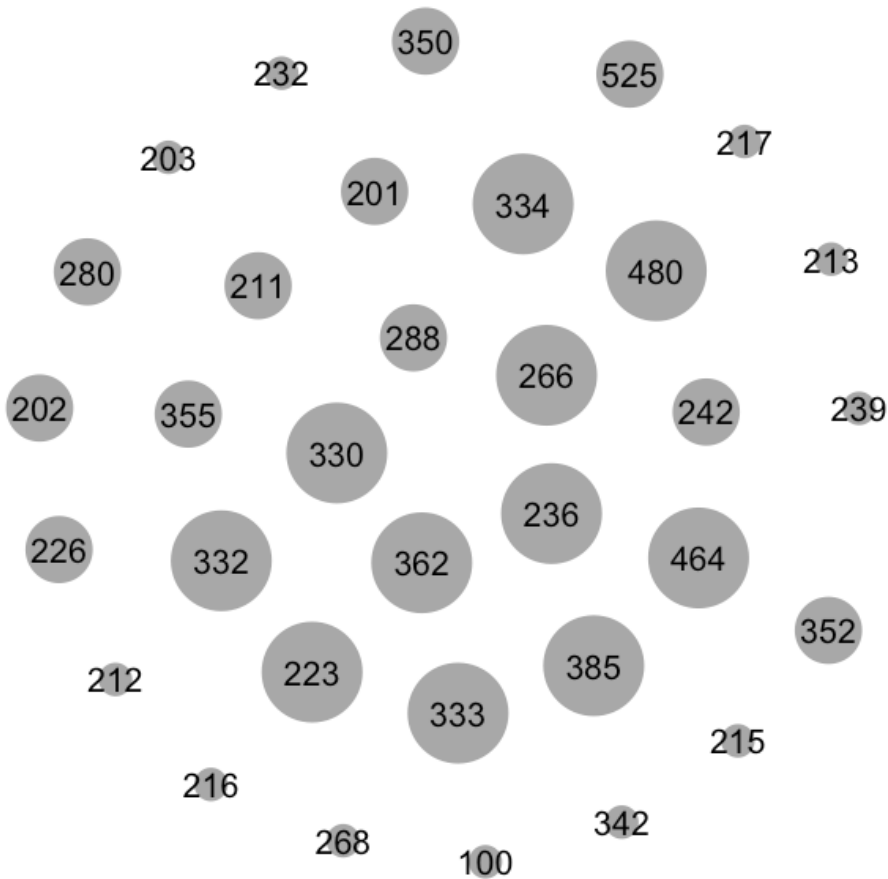
Students understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.





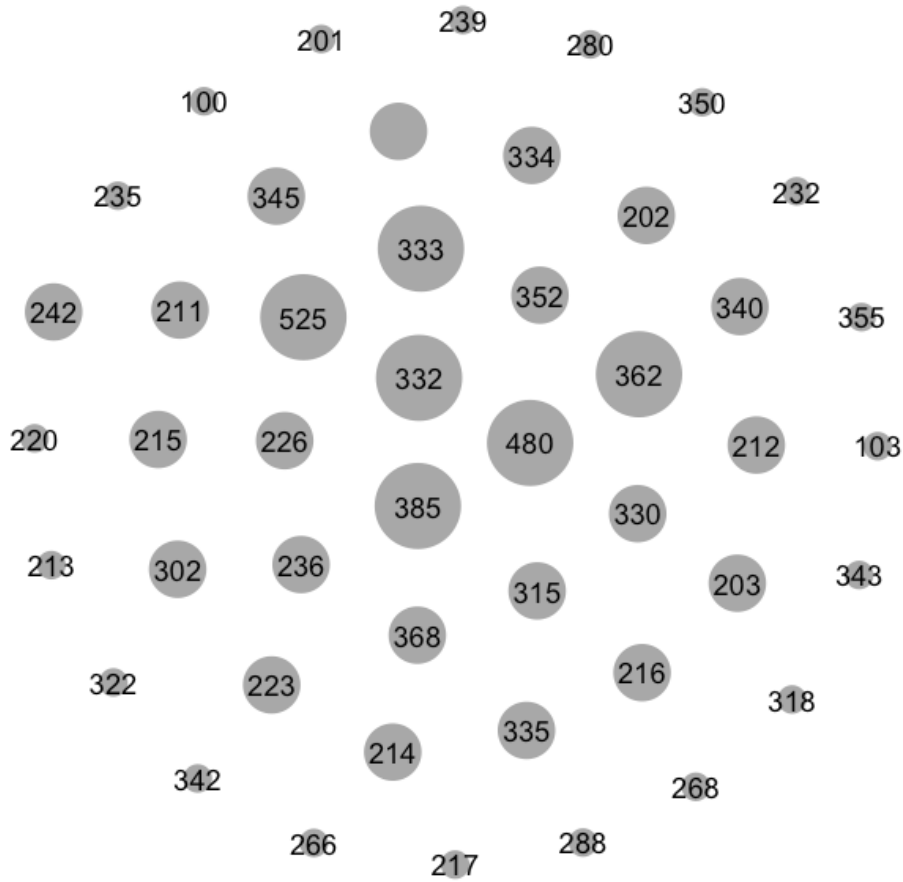
Goal 3. Critical Thinking Skills in Psychology

**Students respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.**



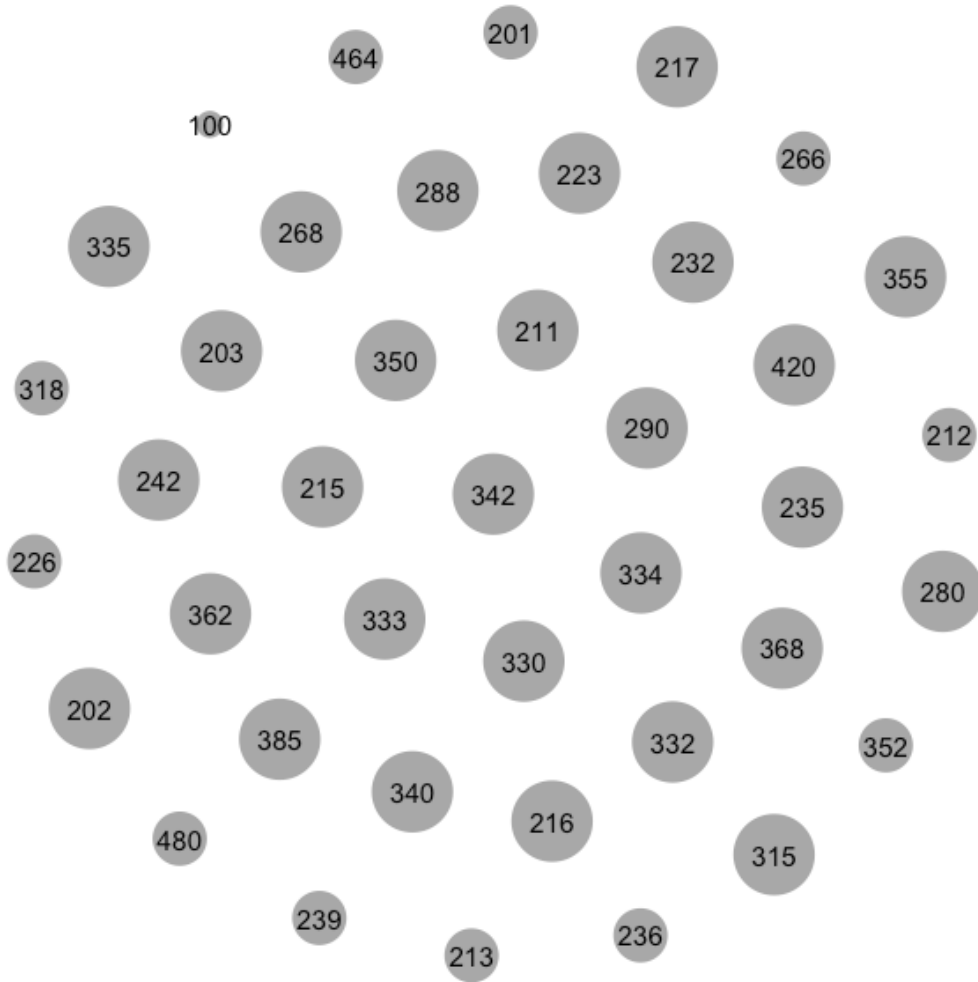
Goal 4. Application of Psychology

Students understand and apply psychological principles to personal, social, and organizational issues.



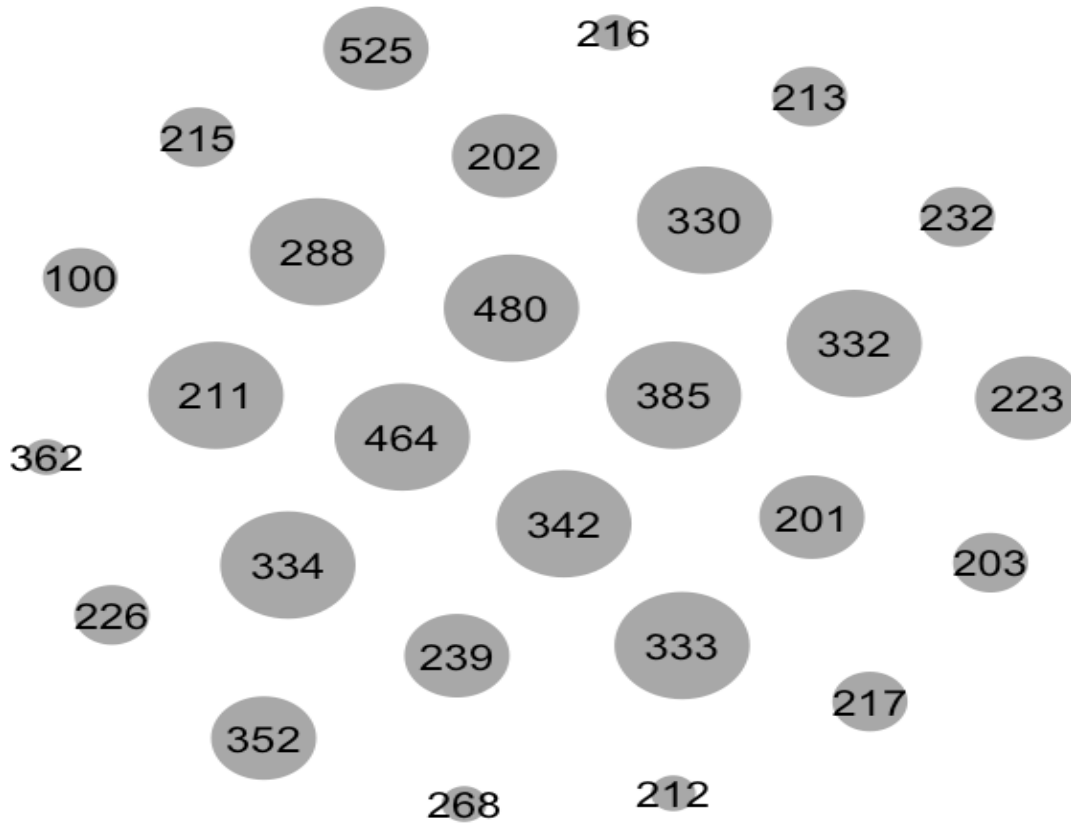
Goal 5. Values in Psychology

Students are able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.



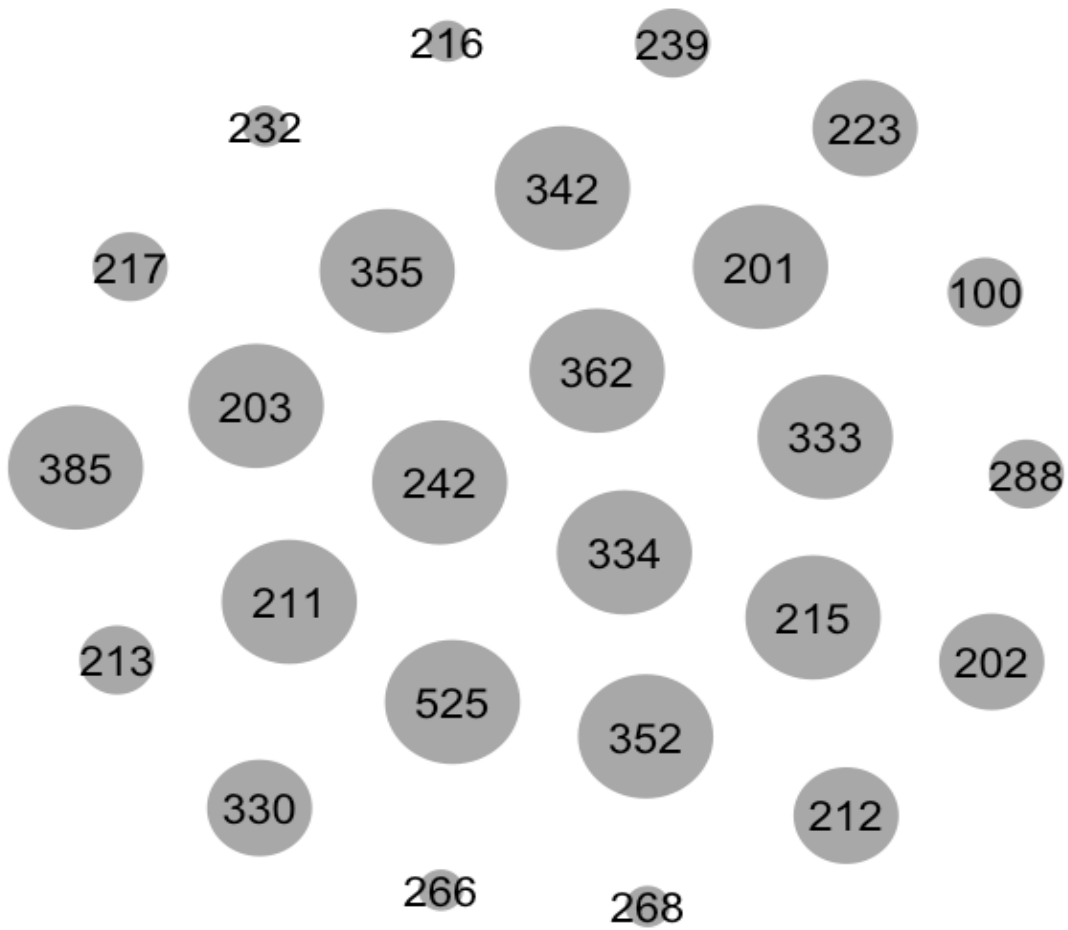
Goal 6. Information and Technological Literacy

**Students demonstrate information competence and the ability to use computers and other technology for many purposes**



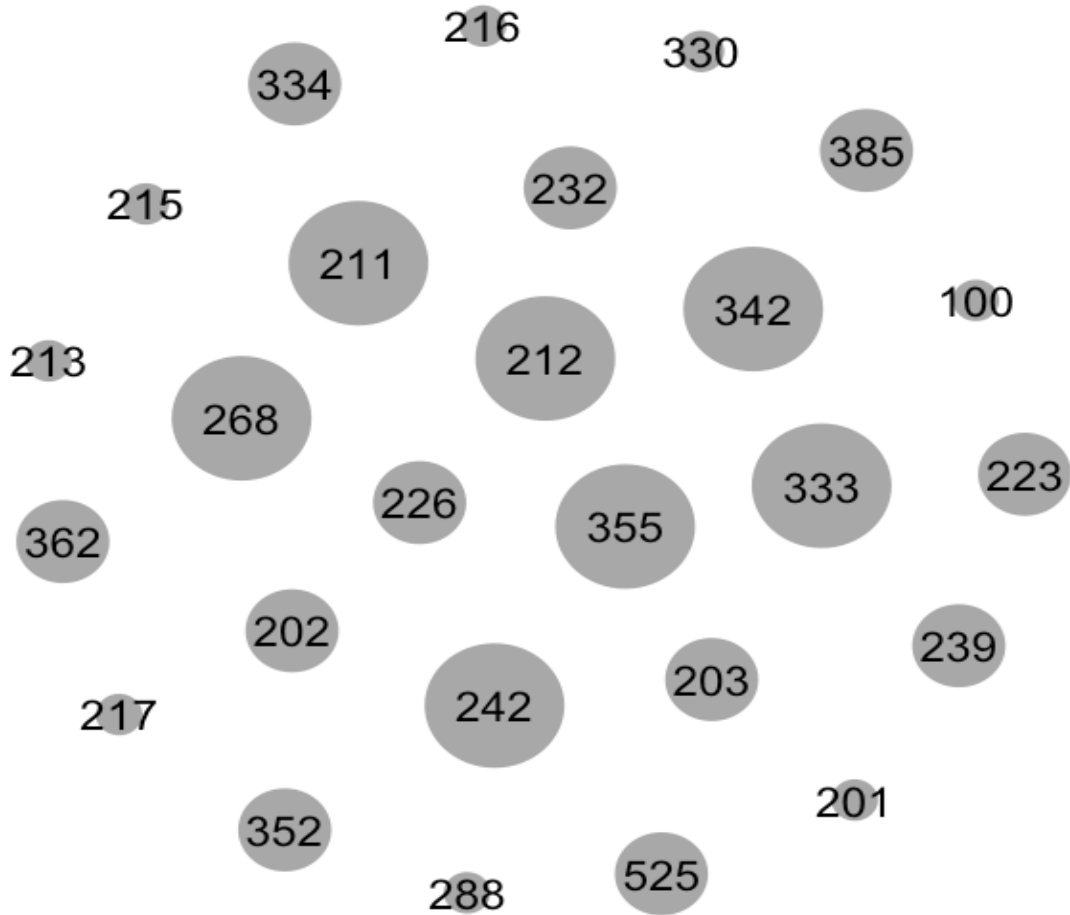
Goal 7. Communication Skills

Students are able to communicate effectively in a variety of formats, including APA format.



Goal 8. Sociocultural and International Awareness

Students recognize, understand, and respect the complexity of sociocultural and international diversity.



**APPENDIX H**

**STUDENT SURVEY SPRING 2011**





5. How well has our program prepared you to be familiar with the **analysis of research data?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

6. How well has our program prepared you to be familiar with the **interpretation or research data?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

7. How well has our program prepared you to be **skeptical and critically analyze psychological research?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

8. How well has our program prepared you to **use creative thinking to solve psychological problems?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

9. How well has our program prepared you to **use the scientific approach to solve psychological questions?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

10. How well has our program prepared you to **apply psychological principles to personal, social, or organizational issues?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

11. How well has our program prepared you to **weigh research evidence and evaluate results of research?**

Not at all                                  Very Well  
1                                  2                                  3                                  4                                  5

12. How well has our program prepared you to **tolerate ambiguity in research and theory?**

Not at all                                  Very Well





**Thanks for participating. We really appreciate your help.**

**Please hand the completed surveys to your professor or place in the box located in the Psychology Office (4S 108)**

**APPENDIX I**

**RESULTS OF STUDENT SURVEY**

**SPRING 2011****PSYCHOLOGY MAJOR QUESTIONNAIRE**

1. How well has our program prepared you to be familiar with **major psychological concepts**?

X=4.14	Not at all				Very Well
	1	2	3	4	5
%	0.3	2.5	16.0	45.8	35.4

2. How well has our program prepared you to be familiar with **psychological theories**?

X=4.09	Not at all				Very Well
	1	2	3	4	5
%	0	1.5	18.2	50.2	30.2

3. How well has our program prepared you to be familiar with **historical trends in psychology**?

X=3.84	Not at all				Very Well
	1	2	3	4	5
%	0.6	7	24.8	43.2	24.4

4. How well has our program prepared you to be familiar with **basic research design**?

X=4.02	Not at all				Very Well
	1	2	3	4	5
%	1.9	4.3	18.6	40.9	34.4

5. How well has our program prepared you to be familiar with the **analysis of research data**?

X=3.84	Not at all				Very Well
	1	2	3	4	5
%	2.2	5.6	23.8	42.3	26.0

6. How well has our program prepared you to be familiar with the **interpretation or research data**?

X=3.78	Not at all				Very Well
	1	2	3	4	5
%	1.3	8.8	25.6	39.7	24.6

7. How well has our program prepared you to be **skeptical and critically analyze psychological research**?

X=3.84	Not at all				Very Well
	1	2	3	4	5
%	1.6	6.3	27.7	35.8	28.6

8. How well has our program prepared you to **use creative thinking to solve psychological problems**?

X=3.95	Not at all				Very Well
	1	2	3	4	5
%	1.9	3.4	22.3	42.7	29.7

9. How well has our program prepared you to **use the scientific approach to solve psychological questions**?

X=3.93	Not at all				Very Well
	1	2	3	4	5
%	1.2	3.7	24.8	41.6	28.6

10. How well has our program prepared you to **apply psychological principles to personal, social, or organizational issues**?

X=4.06	Not at all				Very Well
	1	2	3	4	5
%	1.6	3.1	18.9	40.4	36.0

11. How well has our program prepared you to **weigh research evidence and evaluate results of research**?

X=3.75	Not at all				Very Well
	1	2	3	4	5
%	2.5	7.9	25.2	41.0	23.3

12. How well has our program prepared you to **tolerate ambiguity in research and theory**?

X=3.69	Not at all				Very Well
	1	2	3	4	5
%	4.1	7.6	22.9	46	19.4

13. How familiar are you with the **ethical guidelines established by the American Psychological Association**?

X=3.90	Not at all				Very Well
	1	2	3	4	5
%	3.1	4.7	22.5	38.4	31.3

14. How well has our program prepared you to **use computers and other technologies for psychological research?**

X=3.51	Not at all				Very Well
	1	2	3	4	5
%	7.3	12.9	25.2	30.3	24.3

15. How well has our program prepared you to **recognize, understand, and appreciate the role of culture in psychology?**

X=4.13	Not at all				Very Well
	1	2	3	4	5
%	0.6	3.84.4	17.0	38.8	39.7

16. How well have you **developed insight into your own and others' behavior and mental processes?**

X=4.32	Not at all				Very Well
	1	2	3	4	5
%	0	1.2	10.6	43.5	44.7

17. How well has our program prepared you to **apply effective self-management and self-improvement strategies?**

X=3.95	Not at all				Very Well
	1	2	3	4	5
%	0.9	5.7	18.9	46.4	28.1

18. How well has our program prepared you to **use your psychological knowledge, skills, and values in everyday life (such as at work, in relationships, etc)?**

X=4.23	Not at all				Very Well
	1	2	3	4	5
%	0.9	2.8	14.4	35.6	46.3

19. How effective has our program been at **developing your writing skills?**

X=3.69	Not at all				Very Well
	1	2	3	4	5



%	2.8	10.4	24.5	39.6	22.6
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20. How effective has our program been at **developing your speaking skills**?

X=3.67	Not at all				Very Well
	1	2	3	4	5
%	2.8	10.7	24.6	40.4	21.5

21. How adequate are our **classrooms (seating, comfort, heating, lighting)**?

X=3.37	Not at all				Very Well
	1	2	3	4	5
%	8.7	14.6	26.6	31.0	19.2

22. How adequate is our **student lounge**, the area where the vending machines are on the main floor of Building 4S?

X=3.27	Not at all				Very Well
	1	2	3	4	5
%	9.0	12.9	35.4	28.0	14.8

23. How useful is our **department website**?

X=3.42	Not at all				Very Well
	1	2	3	4	5
%	5.2	11.0	34.7	34.4	14.6

24. How effective is our department at **advising you on the program and courses (e.g., in-person, the website, pamphlets)**?

X=3.44	Not at all				Very Well
	1	2	3	4	5
%	7.2	14.7	25.0	32.8	20.3

25. How effective is our advising on **helping you plan your career**?

X=3.11	Not at all				Very Well
	1	2	3	4	5
%	12.7	19.4	28.9	22.2	16.8

26. How accessible are **our advisors**?

X=3.37	Not at all				Very Well
	1	2	3	4	5
%	4.7	18.8	29.8	28.5	18.2

27. How helpful have our **student organizations, like the Psi Chi Honors Society or the Psychology Club, been to you?**

X=2.71	Not at all				Very Well
	1	2	3	4	5
%	22.8	17.0	34.4	17.4	8.3

28. I would **recommend** the Psychology major to another CSI student.

X=4.06	Strongly Disagree				Strongly Agree
	1	2	3	4	5
%	1.6	3.5	18.6	39.9	36.5

**APPENDIX J**

**OUTCOME ASSESSMENT TIMELINE**

**OUTCOME ASSESSMENT TIMELINE**

<b>YEAR</b>	<b>DATE</b>	<b>TOPIC OF DISCUSSION</b>
2002	09/05	As per Prof. Sussman's suggestions: department website and brochures needed to outline dept program and goals
	10/03	Outcome Assessment Rating Scale collected and the results calculated
2003	05/09	Panel discussion on the Outcome Assessment Committee.
	09/11	Prof. Blair and Prof. Ploog reported that the Psychology Outcomes Assessment Committee met over the summer. They discussed the formation of a keyword list that would be used in an Association Test. Each faculty member would submit words to the list.
	10/09	Prof. Orłowsky has collected data comparing course offerings across departments. The psychology department has a high number of students per class compared to other departments. In particular, faculty members expressed concern that class sizes are too large to provide students with quality classes in Psychology 100.
	11/13	Prof. Meehan reported from the "Outcomes Assessment Committee." He distributed a draft assessment tool on core concepts and solicited faculty feedback.
2004	02/19	Prof. Meehan made a report from the Outcome Assessment Committee. A survey of the major will be given to students who are majors and a Concept Sample Test will soon be circulated.
	10/07	Prof. Meehan announced that all faculty would be receiving a packet of Concept Surveys to be read and scored. The results of the Questionnaire were currently being entered and would be available for the next meeting.
	11/04	Prof. Meehan presented an Outcome Assessment Report on the Questionnaire. The packets of Concept Surveys that were returned by faculty were analyzed.
2005	03/10	It was decided that the Outcome Assessment Committee needs to reconvene.
	04/14	It was decided that student Portfolios to track advising history and to monitor the progress of our majors were needed.
	05/05	Prof. Orłowsky announced that he would be presenting the Outcome Assessment data at the Outcome Assessment Conference. Scoring of the Concept Survey indicated a higher score in the advanced classes, but the results in general were not good.
	09/15	It was decided that as part of Outcomes Assessment, the survey of majors would take place during the semester. The concept survey would need to be re-worked before it could be released. The plan for a student advisement portfolio also needed to be developed.
	12/08	Prof. Meehan reported that the second version of the Majors Questionnaire is currently being handed out to students. It was announced that Prof. Koppersmith is the Divisional Coordinator of the CSI Outcomes Assessment Committee. The next anticipated Outcomes Assessment meeting will be in February and the agenda will include advisement and student portfolios.
2006		Prof. Koppersmith reported from the CSI Outcomes Assessment Committee that this will be the year of assessment. The department Concept Survey needs to be re-worked; Prof. Orłowsky and Prof. Koppersmith asked faculty to submit goals for their courses in terms of concepts a psychology major should have learned during their coursework.
	09/07	Prof. Orłowsky reported that Dean Soto supported the plan to create Majors

		Portfolios.
	10/05	Prof. Kuppersmith reported that a resource room was being created in the library to provide faculty and departments access to information on outcomes assessment. Prof. Orlofsky reported that the department had begun to create portfolios for all psychology majors.
2007	02/08	Prof. Caudle reported that the General Education Committee has requested a report on the progress of instituting learning goals and assessment measures in PSY 100. A sub-committee consisting of Prof. Caudle, Prof. Brooks, Prof. Hunt, Prof. Cumiskey and Prof. Meehan was formed to reach a consensus of what and how to assess the goals of PSY 100. The Outcomes Assessment sub-committee meeting to discuss teaching goals in PSY 100 was scheduled for March 2. A workshop hosted by the College on Outcomes Assessment was scheduled for March 29 and March 30. A speaker from Middle States would be focusing on General Education assessment.
	04/12	Prof. Meehan announced that the Psychology Major Survey was being distributed to faculty and needed to be handed out to the students.
	05/03	Prof. Sussman suggested that the increases of participation in the Undergraduate Research Conference be documented for Outcome Assessment.
	09/06	Prof. Sussman explained Dean Soto's calendar for Outcomes Assessment. For the first year the department was expected to identify the objectives of the major and the goals of the required classes; by the second year the department would demonstrate how those objectives would be measured; and the third year the department would, collect and analyze the outcomes assessment data. Prof. Sussman requested that a faculty member volunteer to coordinate this committee within the department. At the time Prof. Kuppersmith was the coordinator for Outcomes Assessment for the Social Science and Humanities Division.
	10/07	Prof. Brooks reported that the department was required by the General Education Committee, to produce an outcomes assessment report by the end of the academic year. Given the number of sections and amount of material covered in the PSY 100 course, it was decided that PSY 242 would be the General Education course used to meet this requirement. Prof. Berger and Prof. Blair will be compiling previous class data to help identify 2 learning goals and possible assessment methods.
	11/01	Prof. Sussman announced that Prof. Meehan agreed to be the Outcomes Assessment coordinator for the department. Prof. Brooks reported that the General Education Committee approved the department request to use the learning goals and assessment data identified in PSY 242. Prof. Blair and Berger identified 2 learning goals and assignments for an outcome measure. Data would be analyzed at the end of the semester. A discussion was held concerning the American Psychologist article on Outcomes Assessment. It was decided that the department should focus on the first three items. In doing so, it was decided that the 3 Majors Surveys could provide the necessary data.
	12/06	Prof. Brooks reported that data is being collected for the departments Outcomes Assessment report. Prof. Meehan reported that he is using the APA article on Outcomes Assessment as a guide in applying survey data into identified domains. Prof. Cumiskey reported that there will be an on-line survey for active majors.

		Preliminary information would be available for the February meeting.
2008	02/07	Prof. Cumiskey reported that a new guideline hand-out of the approvals for learning goals and assessment on developing new courses will be available. Prof. Meehan provided the faculty with a document describing the data collected from the three Psychology Major Questionnaires. He asked the faculty to review assessment domains in the context of the questionnaire data and to make suggestions regarding the next questionnaire in the context of assessment domains.
	03/06	Prof. Brooks reported that she had sent all faculty the learning goals and assessment template that has to be followed for all courses.
	04/10	Prof. Sekerina reported on the discussion that was held concerning learning goals and assessment for two Honors college proposals. Prof. Sekerina felt this example would help prepare the department in preparing the learning goals and performance assessment for PSY 242. Prof. Sussman reported that the college was filling a new position focusing on Outcomes Assessment. This individual would help clarify learning goals and outcome assessment. Prof. Meehan reported that a new 2008 Majors Questionnaire was ready for distribution after the Spring Break. Prof. Sussman reported that the department had until the end of the semester to produce 3 outcome goals for the major and 3 outcome goals for the five required courses.
	05/08	Prof. Cumiskey reported that she had a rubric for learning goals and assessment. Prof. Cumiskey reminded the department that there would need to be learning goals and outcome assessments for all courses in preparation for Middle States. Prof. Meehan made available an outline of learning goals under assessment domains. There was a discussion regarding the use of assessment data to support the departments' demands for changes in learning environments, such as smaller classes, more Grad A lines to support teaching, the necessary resources to overhaul PSY 100.
	11/06	Prof. Holak and Warrick Bell handed out information on Outcomes Assessment and explained the need for institutional effectiveness. They advised the department to create a department mission statement and a mission statement for each program – general education, baccalaureate and masters. The mission goals need to be broad concepts and the learning objectives are to be specific. The department also needs to document what has been done and what is being done. Assessment can be documented by the large Psychology representation at the Undergraduate Research Conference, GRE results, alumni surveys and graduate school acceptances. Prof. Meehan circulated the data from the majors' survey as an example of department assessment of student ratings. The Department Outcomes Assessment Committee consists of Profs. Meehan, Cohen, McCloskey, Hill, and Cumiskey (the latter two are co-chairs).
	12/04	Prof. Hill reminded faculty of the document that was circulated outlining the committee's groundwork to organize existing data before discussing mission statements. The committee would have a formal report in the Spring.
2009	02/05	Prof. Cumiskey volunteered to be on the College Assessment Committee. The first meeting was scheduled for February 25, 2:30-3:30 in room 1A-308.
	03/05	Prof. Hill announced that the final report will be available for the next meeting. He

		<p>suggested looking into including the NSSE in the survey to compare data to a national standard.</p> <p>Prof. Cumiskey reported that at the College-wide Assessment Committee meeting Prof. Holack expects department Mission Statements submitted by Spring.</p>
	04/02	<p>Prof. Sussman reported that she informed Prof. Holack that the department mission statement would not be completed until next year.</p> <p>Prof. Hill thanked Prof. Meehan and Vicky Baker for having collected the assessment data over the years. The data has been imported into the Outcomes Assessment report and circulated.</p> <p>Prof. Hill requested that faculty submit their comments before the next meeting so the committee can proceed with the mission statement and program goals.</p> <p>Prof. Cumiskey reported that the College Assessment Committee announced that the Annual Day of Assessment will be on April 24 and that there will be a guest speaker discussing E-Portfolios.</p> <p>Prof. Cumiskey also reported that she was chosen to attend the April 27<sup>th</sup> area-wide Middle-States Assessment Conference.</p>
	10/01	<p>Prof. Cumiskey reported that the committee met and that Prof. Costa has been recruited to incorporate adjunct involvement. The committee will be focusing on learning effectiveness and program goals. Prof. Cohen will be looking at mission statements. Prof. McCloskey will be looking at syllabi from core courses for emerging learning goal themes. Prof. Meehan will be looking at the previous self-study and will begin the process for a new self-study.</p>
	11/05	<p>Prof. Cumiskey circulated materials on Assessment Mission Statements. She explained that the next step in Outcomes Assessment is to create a department mission statement, which would typically state why the Psychology Department exists. It can include values and goals the department expects its students will achieve and a vision of where the department is headed.</p> <p>Using iClickers, Prof. Cumiskey had the faculty rate psychology goal statements. Prof. Caudle commented that the statements lacked mention of service in the field of psychology.</p> <p>The committee will look at the iClicker data to help create a mission statement.</p>
2010	02/04	<p>Prof. Cumiskey reported that the committee did meet and came up with an outline of a mission statement.</p> <p>The statement needs to be discussed and suggestions for changes can be on the agenda for the March Department meeting.</p> <p>Prof. Cumiskey also reported that there is a growing need to prepare for Middle States.</p> <p>Profs. Caudle and Meehan agreed to research the history of the department.</p>
	03/04	<p>Prof. Cumiskey suggested that the department hold an off-campus retreat to discuss and organize for the upcoming Middle States and Self-Assessment.</p>
	05/06	<p>Prof. Cumiskey reported that the Middle States process has begun for CUNY. Procedures need to be in place before Spring 2012, which is when Middle States visits the College of Staten Island.</p> <p>Prof. Cumiskey directed faculty over the summer to identify learning goals and objectives on their syllabi.</p> <p>Prof. Ploog suggested that common core learning objectives be identified for each course that would then remain constant across sections.</p> <p>Prof. Cumiskey reminded the department that there then needs to be ways the objectives are being measured.</p> <p>Prof. Cumiskey also reminded faculty to fill out the Rating Summary that Prof.</p>

		Hill had emailed to everyone.
	09/02	Prof. McCloskey circulated the department Mission Statement. After a discussion and some small changes in wording, the department voted unanimously to accept the statement.
	11/04	The department reviewed learning goals and outcomes. The motion was made to approve the document that was created by the assessment committee on the program goals and learning outcomes.
2011	03/31	Prof. Hill reported that reports went out to faculty for Outcomes Assessment and for Advisement.
Future		Prepare for course-by-course outcomes assessment. Compile course learning outcomes and assessment plans for each course. Ensure that each learning outcome connects to our program goals. Review assessment plans; distribute ways of assessing learning outcomes document. Solicit faculty input into learning objectives and assessment plans for courses they teach. Identify common elements to most classes; match course learning objectives to program goals and outcomes. Choose a few courses and assess whether the learning objectives are being met.
		Evaluate similar course objectives and learning outcomes. Have instructors of similar classes (especially core courses) get together, review and set learning outcomes consistent with program goals.
		Continue review of program according to Dunn Benchmarks.
		Re-evaluate mission statement, program goals, learning objectives
		Design and administer student exit survey.
		Begin assessment activities for the Masters Program.



**APPENDIX K**

**2008/2009 Outcome Assessment Committee Report**

## Department of Psychology Outcomes Assessment Committee

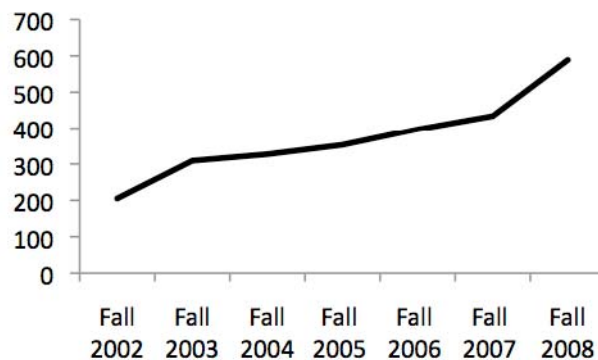
# The 2008/2009 Report

**Committee Members: Vicky Baker, Florette Cohen, Kathleen Cumiskey, Darryl Hill, Dan McCloskey, Edward Meehan**

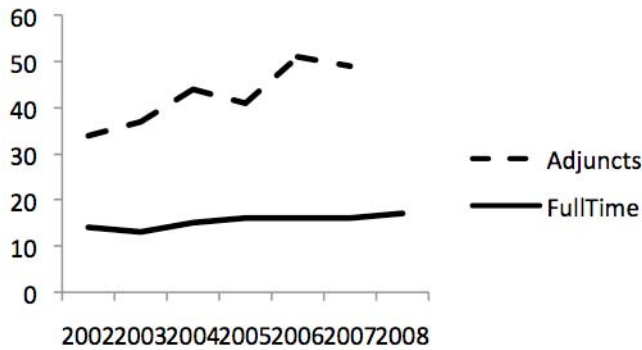
### *About Us: A Few Basics*

The Psychology Department became a department independent from our sociology, social work, and anthropology colleagues in the 2002-3 academic year. Since then, we have grown substantially in terms of the number of majors we serve (Figure 1), but not in terms of our teaching staff (Figure 2). Note that over the last 6 years, ending Fall 2008, our majors have almost tripled, while the fulltime teaching staff has only increased from 14 to 17. Put in standard metrics, our majors to fulltime faculty ratio went from 14.6 students per professor in 2002 to 34.6 students per professor in 2008.

**Figure 1. Declaring Majors in the Fall by Year**



**Figure 2. Teaching Staff by Academic Year (Fall, Spring, & Summer)**



### Setting Standards

Last year, the Psychology faculty arrived at a consensus that we would evaluate our department using the domains and benchmarks described by Dunn, McCarthy, Baker, Halonen, and Hill (2007). They proposed eight domains of activities to be considered when evaluating undergraduate psychology programs and the benchmarks indicating high-quality programs. The eight domains were: curriculum, assessment issues, student learning outcomes, program resources, student development, faculty characteristics, program climate, and administrative support.

Dunn and colleagues also provided benchmarks for each of those domains so that one could recognize an *undeveloped* (efforts are counterproductive to the mission), *developing* (marginal efforts), *effective* (adequate, appropriate, and positive contributions to the mission), and *distinguished* (exceptional) program efforts.

Due to limited resources, the committee had to focus on only what the committee considered two of the highest priority domains in the Dunn report: curriculum and student learning (Table 2). These two domains are the basic core of any undergraduate program, and since our department was only formed in 2002, we thought we should assess them first.

**Table 2. Characteristics of a Distinguished Program for Curriculum and Student Learning Domains**

Domains	A Distinguished Psychology Program...
<i>1. Curriculum</i>	
1-1. Science Foundation	Executes science-based curriculum that requires students to demonstrate skills and behaviors of scientists
1-2. Curricular Structure and Sequence	Specifies and sequences curriculum to reflect developing student cognition; students can articulate the rationale for a balance of core courses and electives
1-3. Course Variety	Provides balanced, broad curriculum that offers students opportunities to evaluate and integrate elements of the multifaceted discipline
1-4. Disciplinary Perspective Breadth	Focuses and integrates multiple perspectives in a critical, complementary manner
1-5. Curricular Ethics	Infuses ethical training at appropriate levels of the

	curriculum
1-6. Curricular Cultural Diversity	Integrates diversity issues at multiple levels in the curriculum
1-7. Service Learning	Systematically plans for community activity (e.g., service learning) to help students integrate their learning and contribute to community
<b>2. Student Learning</b>	
2-1. Writing Skills	Implements systematic developmental plan for required writing (e.g., all senior-level courses are writing intensive)
2-2. Speaking Skills	Requires developmental oral performances to facilitate oral skills that may culminate in presentations in professional contexts
2-3. Research Skills	Requires scholarship from all majors as a performance obligation that integrates content and skill
2-4. Collaborative Skills	Embeds multiple required collaborative activities supported by sound preparation and developmental feedback
2-5. Information Literacy and Technology Skills	Facilitates refined and creative uses of technology and information literacy for professional activities through systematic learning opportunities

### ***The Assessment Issues Domain***

One of the Dunn domains is the assessment domain (Table 3). Considering the outcomes assessment activities documented in this report, it could be argued that our department has achieved a *distinguished* status for its assessment activities. At any rate, we feel that our department is “on track” in terms of assessment as we prepare for Middle States review.

**Table 3. Characteristics of a Distinguished Program for Each of the Assessment Domain**

<b>Domains</b>	<b>A Distinguished Psychology Program...</b>
<b>3. Assessment Issues</b>	
3-1. Assessment Planning	Engages proactively about program effectiveness through continuous vigorous, and consensual assessment planning
3-2. Data Gathering	Collects and analyzes range of data continuously to answer program quality questions; multiple methods and sources may include student and alumni input
3-3. Program Improvement	Regularly improves program based on systematic data analysis prompted by faculty-owned assessment process
3-4. Program Promotion	Integrates assessment practices into program promotion activities to enhance program

### ***A Few Basic Caveats***

Early in the Outcomes Assessment process, the department began with the position that outcomes assessment should not be burdensome. That is, individual faculty members, the

students, staff, the Outcomes Assessment committee, or the department as a whole should not be burdened with heavy time or energy demands because of outcomes assessment activities. Since extra resources are not available to the department for assessment activities, this guideline placed real and significant barriers to doing an “ideal” outcomes assessment.

We also proceeded from the premise that most of the data we collect has limited scientific value, but may have reasonable practical organizational value. That is, we recognize that the outcomes we collect cannot prove we are having a positive effect on our students, but they may help our planning efforts. Because of this, we will use the results of such work only to help plan and develop our program and not to establish causal links between processes, activities, and outcomes, nor to evaluate efforts from individual faculty or staff.

### ***Measuring Outcomes***

This report will assess the student learning and curriculum domains using data drawn from four different sources using primarily self-report survey data and behavioral observations.

A new source, the “Outcomes Assessment Ratings” form (Appendix A) is being used to collect data on the Dunn criteria, especially the program resources, curriculum, and student learning domains, but was unavailable any other way. However, we have only one semester, Fall 2008, of these ratings, so the data are excluded from the current report.

The main source of data is our “Majors Survey.” We have delivered in person or mailed surveys to our majors across the last four years. They were asked to fill out the survey and return it anonymously to the Psychology Department office. After four years, we have 541 responses to the survey. The response rates range from 23% in 2008, 34% in both 2005 and 2007, to 46% in 2004.

This report also relied on data aggregated from the semester workload reports to our Chair. Aggregate data from student observations of our teaching could be used in future reports, but not here.

### **Curriculum Domain**

According to the Dunn framework, as summarized in Table 1 above, the curriculum offered by a distinguished undergraduate psychology program: provides a science foundation; has a structure, sequence, variety, breadth; attends to ethical training and cultural diversity; has opportunities for service learning.

We limited this report to courses offered over the past five years (Fall 2004 – Fall 2008). In all, 37 different courses were offered to our students since the fall of 2004. This included the pre-major requirement, PSY 100, and the core requirement courses, PSY 201, PSY 266, PSY 33X, and PSY 352, which were offered every semester. Courses with multiple levels, such as the experimental laboratory course (PSY 33X), and the Independent Study (PSY 59X) and special topics course (PSY 52X) were treated as a single course.

It is safe to say that many instructors would consider their classes as addressing many of the qualities of a distinguished program, but without surveying the professors, there is no current way to ascertain this except to go by how the course is presented in the catalog. *Going solely on the title and description of the course in the current CSI Course Catalog*

(<http://www.csi.cuny.edu/catalog>), Table 3 presents an overview of the individual courses and whether they satisfied distinguished benchmark criteria. It was assumed that if the course

description mentioned a particular issue (i.e. cultural diversity) then that issue would be addressed any time the course was taught, regardless of the instructor. Of the 37 courses offered, 24 met one or more of the quality benchmarks, based on the course description. It is crucial to note that the remaining 13 classes may address a quality benchmark, but this is not dictated by the course description and left to the instructor's preferences. Regardless, with 65% of our courses, including all of the core courses meeting one or more of the quality benchmarks, it is a fair assessment that our curriculum is characteristic of an effective undergraduate psychology program.

**Table 3. Standing of Courses on Benchmark Criteria**

Course	Core Requirement	Has Science Foundation	Employs Multiple Perspectives	Includes Ethical Training	Integrates Diversity Issues	Service Learning
PSY 100 Introduction to Psychology	Y					
PSY 201: Foundations of Psychological Research	Y	Y		Y		
PSY 202: Psychopathology			Y	Y		
PSY 203: Child Psychopathology				Y		
PSY 211: Methods of Applied Behavioral Analysis				Y		
PSY 212: Social Psychology					Y	
PSY 214: Psychology of Advertising						
PSY 216: Drugs and Behavior						
PSY 223: Health Psychology						
PSY 226: Theories of Personality			Y		Y	
PSY 232: Physiological Psychology: Cognitive and Behavioral Neuroscience						
PSY 235: Gender and Sexuality					Y	
PSY 239: Physiological Psychology: Motivated Behavior						
PSY 242: Developmental Psychology			Y		Y	
PSY 266: Statistics in Psychology	Y	Y		Y		
PSY 268: Psychology of Women					Y	
PSY 288: Cognitive Psychology						
PSY 290: Psychology of Death and Dying						
PSY 315: Psychology & Law						
PSY 322: Industrial Psychology						
PSY 332: Psychological Tests and Measurements		Y	Y			
PSY 33X: Experimental Lab	Y	Y		Y		
PSY 340: Mentoring and Adolescent Development					Y	Y
PSY 342: Research in Child Language Development						
PSY 343: Infancy			Y			
PSY 345: Motor Development						
PSY 352: History and Systems in Psychology	Y					
PSY 355: Contemporary Issues in Human Sexuality			Y		Y	
PSY 362: Approaches to Psychotherapy						
PSY 366: Psychology of Dreams						
PSY 368: Counseling Psychology						Y
PSY 385: Psychology of Memory						
PSY 416: Group Dynamics						
PSY 464: Applied Behavior Analysis		Y		Y		
PSY 52X: Special Topics					Y	
PSY 59X: Independent Study		Y		Y		Y
PSY 598: Internship/ Fieldwork		Y		Y		Y

### ***Science Foundation***

The Dunn framework suggests that the curriculum should emphasize the scientific foundation of the discipline. To achieve distinguished status in this domain, *all* courses should be grounded in scientific methodology. It is probably fair to say our program has developing status on this domain, and has a way to go to demonstrate *distinguished* status.

Again, based on descriptions of our courses in the catalog, using the search terms “data”, “analysis”, “laboratory”, “report”, “experiment”, and “study” we determined whether our courses clearly “require students to demonstrate skills and behaviors of scientists” (Dunn et al. 2007, p. 655). This analysis demonstrated that of the 37 available courses, 7 (PSY 201, PSY 266, PSY 332, PSY 33X, PSY 464, PSY 59X, PSY 598) matched these terms or had some clear indication that scientific analysis was conducted by the students.

Of course, the language in the course descriptions may not accurately reflect the scientific basis with which, many, if not all of our additional courses are taught. In fact, an external review of the CSI Psychology Program conducted in 1999, recommended that our current curriculum was *too* scientifically based, more appropriate for a Bachelor of Science degree than a Bachelor of Arts degree, which it currently offers. Furthermore, because our core and capstone courses do require students to demonstrate the skills and behaviors of scientists, we can rest assured that our students receiving the scientific foundation for the psychology training. In the below section on research skills, it is established that many more of our majors are enrolling in the independent study course (PSY 59X), which specifically provides hands on training.

In the future, the faculty reporting form (Appendix A), we help us better evaluate our contribution to science foundation of our curriculum. Specifically, we will be able to report: the number of student oriented scientific colloquia offered each semester, the number of students attending these colloquia, the number of students presenting at the CSI undergraduate research conference, and the number of student-authors on published papers or conference abstracts.

### ***Curricular Structure and Sequence***

According to the Dunn framework, an outstanding program in this category would sequence course requirements and electives to reflect developing student cognition through matriculation, and would culminate in a capstone experience which integrates the variety of course offerings. Equally important to course sequencing is the ability for students to articulate their sequence, with an understanding for the role each course plays in their overall development. We consider our program *effective* in this regard, but moving toward distinguished.

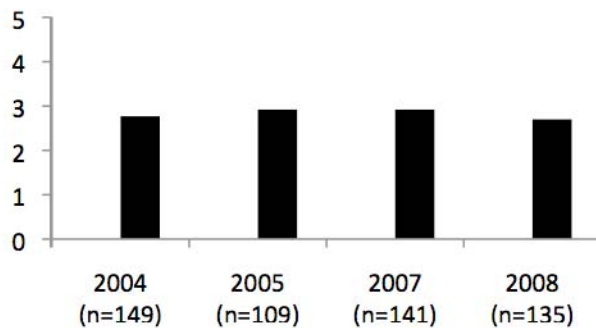
The program self study in 1987 suggested more rigorous core course requirements, and a new curriculum plan was achieved before the 2000 self study. The curriculum is presented in the CSI Undergraduate Catalog, in the department brochure and website, and is communicated to students in one-on-one advising sessions with a faculty member every term. In fact, face to face student advising was adopted after the 1999 external review to ensure each individual student is aware of the major requirements, and the electives that are pertinent to their areas of interest and future goals. Every term, every major must meet with a faculty advisor to update this discussion before registering.

Student advising is a key aspect of the Dunn “Student Development” domain, and will be addressed in a later report. However, it seems appropriate to mention that our majors survey



suggests that our department has been less than distinguished in its student advising. Figure 3 summarizes data from the majors survey reflecting students' perceptions of how faculty help students to plan their psychology education. This rating has held between fair and good since 2004.

**Figure 3: How would you rate the job faculty advisors did in helping you PLAN YOUR PROGRAM?** (poor=1, fair=2, good=3, very good=4, excellent=5)



The development of “clusters” (see Table 4 below) was another reaction to external reviewers. We developed clusters to orient students towards a collection of classes centered around particular areas of focus. Recent publication of these clusters in a department brochure and on the department website will improve awareness of psychology majors about their requirements and options. Hopefully, making the aforementioned clusters widely known will improve this perception, but clearly more needs to be done to achieve distinction in this domain.

### ***Course Variety***

Dunn and colleagues (2007) recommended a sufficient breadth of courses within a program, but point out that a wide range of courses does not constitute a distinguished program. Offering a variety of courses is only beneficial if the students can gain an appreciation for the breadth of the discipline, and assemble a repertoire of courses that can help them work towards future goals. We believe that our department provides *effective* course variety, but may not yet integrate all elements of our multifaceted discipline.

An analysis of the department clusters (Table 4) suggests that the department offers collections of courses to satisfy four basic interests across the discipline: social psychology, developmental psychology, health and clinical psychology, and cognitive, neuroscience, and neuropsychology. Each cluster offers a block of psychology courses that total a minimum of 16 credits to suggest how psychology majors may want to use their elective credits to work toward their area of interest. The following list of clusters is designed to demonstrate what we consider to be varied but well-integrated course offerings within our department.

**Table 4. Subdiscipline and Clusters Represented in the Curriculum**

Subdiscipline	Cluster	Recommended Courses
Social Psychology	Social/ Cross-cultural	PSY212 PSY213 PSY223 PSY350 PSY523
	Applied Social Psychology Industrial/Organizational	PSY212 PSY214 PSY223 PSY322 PSY350 PSY416
	Applied: Social Justice/Community/Forensic Psychology	PSY212 PSY290 PSY340 PSY350 PSY416
	Psychology of Gender and Sexuality	PSY235 PSY268 PSY355 PSY350
Developmental Psychology	Developmental Disabilities and Applied Behavioral Analysis	PSY211 PSY220 PSY232 PSY239 PSY242 PSY332 PSY464 PSY594
	Child Psychopathology	PSY202 PSY242 PSY203 PSY302 PSY332 PSY362 PSY480
	Child Development	PSY 242 PSY203 PSY340 PSY342 PSY343 PSY345
	Child Language Development	PSY242 PSY288 PSY342
Health/Clinical Psychology	Public Health/Health Psychology	PSY202 PSY213 PSY216 PSY223 PSY232 PSY332
	Clinical/Counseling Psychology	PSY202 PSY226 PSY340 PSY362 PSY332 PSY368 PSY416
Cognitive Psychology, Neuroscience and Neuropsychology	Experimental Cognitive Neuroscience	PSY288 PSY239 PSY216 PSY332 PSY342 PSY385
	Experimental/ Neuroscience	PSY288 PSY232

		PSY216 PSY332 PSY342 PSY385
	Clinical Neuropsychology	PSY288 PSY232 PSY202 PSY332 PSY302 PSY385

### ***Disciplinary Perspective Breadth***

As the summary of clusters offered within our program demonstrates, our majors will have access to courses representing a range of disciplinary perspectives. However, if students choose to stay within a cluster, they should also be acquainted with different perspectives in our discipline. Therefore, the Dunn framework recommends integrating disciplinary perspective breadth within courses as well as between courses.

Assessing this benchmark is difficult because courses can be taught in very different ways by different instructors. Table 3 (above) identified the courses offered in the past five years that included the terms “survey”, “perspectives”, “or multiple viewpoints” within the title of the course or in the course description in the current course catalog. Of the 37 courses offered, six (PSY202, PSY226, PSY242, PSY332, PSY343, PSY355) explicitly stated the inclusion of multiple perspectives. Once again, this is likely an underestimation of the exposure to multiple perspectives encountered by our students, particularly because many of our majors choose to “mix and match” courses from multiple cluster areas. We will work towards more accurate means of measuring this benchmark.

### ***Curricular Ethics***

Dunn and colleagues (2007) recommended that a distinguished program would infuse training in the Code of Ethics at appropriate levels of the curriculum. In the most basic sense, we are mandated by the institutional IRB to train and certify any student in contact with our research participants. The current standard is completion of the CUNY CITI training program. Thus, all students conducting research as part of the independent studies courses are certified.

To further estimate which of our courses offer explicit ethical training, the course descriptions were once again used. A search of the psychology course catalog using the terms “ethical”, “ethic and “moral” revealed that four elective courses include a mention of ethics as part of the description (PSY202, PSY203, PSY211, and PSY 464). Additionally, it is either stated or implied that core courses such as dealing with experimental design and data collection and analysis (PSY201, PSY266, and PSY33X) deal with ethical issues in detail. Therefore, ethics training was offered in 9 of the 37 courses offered since 2004, including core and capstone courses, indicating that our students are receiving sufficient ethical training.

We believe this is an underestimation of the extent of ethical training in our courses. In the future, we will have a much better estimate of the number of courses containing significant ethical content and students certified by the CITI protocol from the faculty reporting forms.

### ***Curricular Cultural Diversity***

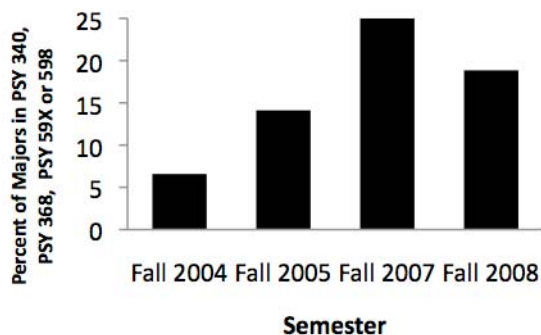
According to Dunn and colleagues (2007) a distinguished program in this area would integrate diversity issues at multiple levels of the curriculum, and develop specialized coursework with diversity and culture as a central focus. This is also a goal of the CSI community as a whole, so our department is well developed in this regard.

To determine how much diversity issues are addressed in our curriculum, an examination of courses offered over the past five years that satisfy pluralism and diversity general education requirements, or include one or more of the following terms in the course description: “cultural”, “diversity”, “ethnicity”, “gender”, “sexual”. Of the 37 courses we have offered, 8 satisfy this criteria (PSY212, PSY226, PSY235, PSY242, PSY268, PSY340, PSY355, PSY523), at least 4 of which (PSY235, PSY268, PSY355, PSY523) have diversity issues as a central focus. Together with the presence of course clusters with concentrations in Cross-Cultural Psychology and Psychology of Gender and Sexuality, these data indicate that we have met distinguished status on this benchmark.

### *Service Learning*

A distinguished service learning psychology program would provide opportunities for students to apply learned psychological principles to contribute to community needs. A review of the CSI Undergraduate Catalog course descriptions reveals that our department offers four courses (PSY340, PSY368, PSY59X, PSY598) that provide this type of linkage between the students and the community. Figure 4 illustrates an increase in the percentage of majors enrolling in courses that offered service learning over the past five years from 7% of majors participating in these courses in 2004 to 28% in 2007 and 19% in 2008, thus indicating that CSI’s involvement in the community is growing faster than the size of the department. With one out of every 4 or 5 students giving back to the community we are clearly meeting the criteria in the Dunn framework for providing opportunities to our students as a distinguished program.

**Figure 4: Percentage of Psychology Majors in Service Learning Courses**



It is anticipated that the development of the master’s program in mental health counseling will provide even more avenues for our undergraduates to share with the community.

## Student Learning Domain

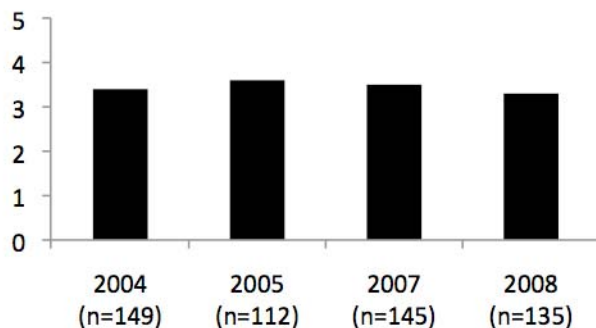
Dunn and colleagues (2007) suggested that student learning domain can be determined by assessments of: writing skills, speaking skills, research skills, collaborative skills, and information literacy and technology skills. It seems reasonable, based on their benchmarks and the following data, to rate our program as between effective and distinguished for its achievements in student learning.

### *Writing Skills*

The Dunn benchmarks indicate that outstanding programs offer more than one writing-intensive course and integrate other writing-related activities into several courses in the curriculum. Our program requires that undergraduate psychology majors complete 4 courses of what Dunn et al has referred to as sequenced writing-intensive programs. General education requirements for the BA in psychology include ENG 111(Introduction to College Writing) and ENG 151(College Writing). Major requirements include PSY 201 (Foundations of Psychological Research), and one of four psychology laboratory courses (PSY 330/333/334/335) requiring students to write a series of advanced APA Style research reports. Although it varies from instructor to instructor and across courses, there are several other courses considered “writing-intensive.” We do not meet the outstanding level on this requirement as not all of our senior courses are writing intensive, nor do we have a systematic developmental plan for required writing.

Respondents to the Majors Survey consistently rated our department’s job in preparing students to write in APA style, and written and oral expression between good and very good (Figure 5).

**Figure 5: Responses to *How good a job do you think the Psychology Program did for you in the area of: APA Style, Written and Oral Expression Skills?*** (poor=1, fair=2, good=3, very good=4, excellent=5)



### *Speaking Skills*

The above figure also reflects our students’ view of their training in terms of speaking skills, rating it between good and very good. Many of our courses encourage students to orally present work and participate in class discussions. Our program also emphasizes the importance

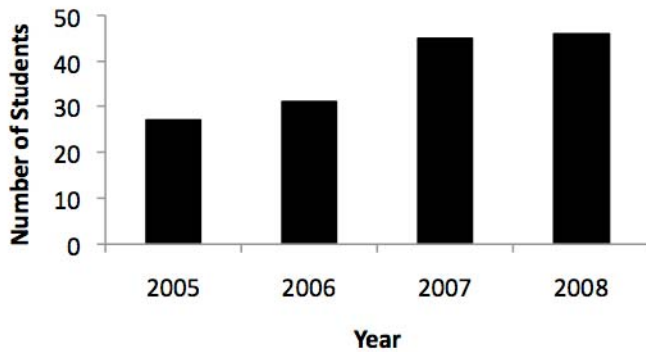
of speaking skills and provides opportunities for students to present their work in a public setting (e.g., an undergraduate psychology conference, a classroom symposium).

**Research Skills**

In terms of research skills, the Dunn framework suggested a unified and coordinated effort to offer authentic, engaging undergraduate research experiences. Such programs provide students with the opportunity to work closely with a faculty member and assist in research that has already been established, with discrete responsibilities assigned to the student.

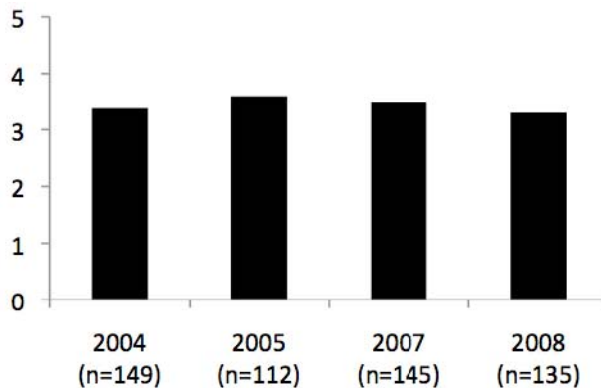
There are several opportunities to do this, mostly through the Independent Study option and for those students who complete honors theses. As an example of success in this area, we graduated the highest number of honors students on CSI campus with 11 students in 2008. Figure 6 shows that we have gradually increased the number of students in independent studies training.

**Figure 6: Students Enrolled in Independent Study per Calendar Year**



Our majors rated training in our program for research methods and statistical skills as good to very good (Figure 7).

**Figure 7: How good a job do you think the Psychology Program did for you in the area of research methods and statistical skills? (poor=1, fair=2, good=3, very good=4, excellent=5)**



### ***Collaborative Skills***

The Dunn framework suggested that students be provided with collaborative learning opportunities that mirror professional experiences. CSI's undergraduate psychology program systematically provides structured collaborative activities through student conference presentations, student publications, membership in the Psychology club, and Psi Chi. Every term, the department holds a session on careers in psychology. Presentations at research conferences and co-authoring publications also attest to speaking, writing, and research skills. Items addressing this measure are included in the newly developed "Outcomes Assessment Ratings" form. So, future reports will have more data in this area.

We only have one year of responses from the Major Survey on questions related to collaboration skills. When asked: *How good a job do you think the Psychology Program did for you in the area of: student activities, psychology club, Psi Chi, job and graduate school fairs?*, majors rated our department in 2008 (n=135) in the poor to fair range (2.7 on a 5 point scale).

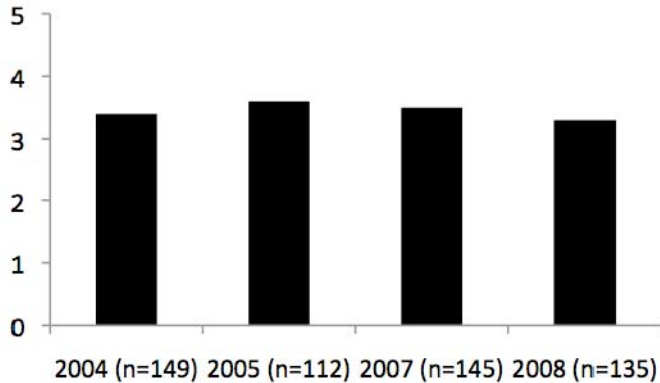
When similarly asked: *How good a job do you think the Psychology Program did for you in the area of Opportunities to work with and get to know other psychology majors?*, majors again rated our department in 2008 (n=135) in the poor to fair range (2.9 on a 5 point scale).

### ***Information Literacy and Technology Skills***

The Dunn report suggested that psychology programs consider the role of technology in the professional development of students. CSI's students are provided with opportunities to become technologically literate (e.g., through the use of Blackboard and Internet enhanced classes, library instruction using on-line databases, and instruction on word processing, presentation, and statistical analysis software in the classroom). Thus, students are provided with opportunities to develop technological expertise that generalizes beyond the university. There are several items that measure these dimensions on the faculty reporting form, so future reports will summarize that data.

For the time being, the Majors Survey gives the sense that our program is good to very good on information literacy and technology skills (Figure 8).

**Figure 8:** *How good a job do you think the Psychology Program did for you in the area of staff, library, and computer resources?* (poor=1, fair=2, good=3, very good=4, excellent=5)



### Recommendations and Conclusions

In conclusion, while there is clearly room for improvement, a brief review of the CSI Psychology program in the domains of Curriculum and Student Learning demonstrate effective to distinguished status in most categories. Table 5 summarizes these conclusions, but the results should be taken with the caveat that we have assessed our status in these areas with the limited resources available to us. The addition of new tools such as the *Outcome Assessment Rating Form*, will help us to better evaluate our program in future reports.

**Table 5: Overview of Ratings for the CSI Psychology Program on Dunn Criteria**

Domain	Category	Status
Curriculum	1-1. Science Foundation	Developing
	1-2. Curricular Structure and Sequence	Effective to Distinguished
	1-3. Course Variety	Effective
	1-4. Disciplinary Perspective Breadth	Effective
	1-5. Curricular Ethics	Effective to Distinguished
	1-6. Curricular Cultural Diversity	Distinguished
	1-7. Service Learning	Distinguished
Student Learning	2-1. Writing Skills	Effective
	2-2. Speaking Skills	Effective
	2-3. Research Skills	Effective to Distinguished
	2-4. Collaborative Skills	Developing to Effective
	2-5. Information Literacy and Technology Skills	Distinguished

Based on these findings, we have set forth the following set of recommendations. The Outcomes Committee in the 2009-2010 academic year should continue working through an evaluation of the other Dunn domains. We have data to help evaluate the program resources and student development domains, so those should be priorities.



Future reports should include data from the faculty reporting form and updates on the trends documented in this report especially any improvements in communicating our curricular sequence and advising our students on the requirements of the program.

This has been a valuable process and a great way to examine the strengths and weaknesses of our program. Completing this process will make developing a mission statement and goal setting much more feasible.

We recommend that we modify the student survey so that the questions more directly assess the Dunn criteria.

### **Faculty Opinions and Reactions**

The following are opinions and reactions from members of the department that could not be integrated or addressed by the above report.

1. The “About Us” section uses metrics like faculty to student ratios. These can be addressed in various ways and should be thought out carefully (e.g., total courses, total credits, graduate and other teaching and release). “About Us” should not simply focus on one point. In an “About Us,” we should be structuring our long term goals (branding), perhaps our strengths and then our organizational stresses and issues. I do not think the faculty/student ratio issue/number is so great a priority in our department at this moment. We imply this is a limiting factor?

2. Table 4 with the curricular structure and sequence section implies that our students have had such outcome. I think that an outcome report should present evidence that is the clusters that students actually have taken, to the point, we should not present a table of what we as a faculty suggest as outcome. These clusters were created by the faculty and are not data. Let’s back-propagate the last graduating class or two and see what the clusters of courses (path analysis) were and then, in turn, start the process of discovering what they (students) are doing now (or going to do). In this way we can report what students have done.

### **References**

Dunn, D.S., McCarthy, M.A., Baker, S, Halonen, J.S. & Hill, G.W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist*, 62, 650-670.

**APPENDIX L**

**STUDENT SURVEY 2005-2010**

**SPRING 2010 VERSION 1.4**  
**PSYCHOLOGY MAJOR QUESTIONNAIRE**  
**PLEASE FILL-OUT ONLY ONCE, THANK YOU.**

I understand that the information that I am providing in this questionnaire is confidential and is intended only to improve the service the Psychology Department can provide to its students.

1. Sex:     Male     Female

2. Age:   

3. Second Major or Minor: \_\_\_\_\_ (If none, leave blank)

4. I am primarily (circle one):    Daytime    Evening    Weekend    student.

5. OVERALL Grade Point Average (GPA).    \_\_\_\_\_

6. PSYCHOLOGY Grade Point Average (GPA).    \_\_\_\_\_

7. List Psychology courses that you **completed** and rate them on the Likert scale on the right regarding how valuable they were to your Psychology Major. (You may refer to the list of Psychology courses attached to this survey).

Course Name:	Least Valuable	2	3	4	Most Valuable
<u>PSY 100 – Psychology</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY 201 – Foundations of Psychological Research</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY 266 – Statistics in Psychology</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY 33 – Experimental: _____</u> (fill in appropriate lab class)	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY 352 – History &amp; Systems of Psychology</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Add additional courses below:

<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>PSY _____</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

8. Did you ever participate in a Field Experience (PSY318, 340, 464, 598)?

If YES, list the agencies or locations you worked in. Please rate them for their value to you:

Field Experience: _____	Least Valuable	Most Valuable
-------------------------	----------------	---------------

PSY _____	1	2	3	4	5
PSY _____	1	2	3	4	5
PSY _____	1	2	3	4	5
PSY _____	1	2	3	4	5
PSY _____	1	2	3	4	5

9. Did you ever participate in an Independent Study project (PSY 592, 593, 594)?  
 If YES, list the project(s) you participated in and rate their value to you:

Project:	Least Valuable		Most Valuable		
	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

10. Are there Psychology courses that we DO NOT OFFER or DO NOT OFFER FREQUENTLY ENOUGH that you believe should be added to our program? If so, please list & describe them.

---



---

*How good a job do you think the Psychology program did for you in each of these areas?*

- 11. KNOWLEDGE BASE REGARDING PSYCHOLOGY:  
 Poor Fair Good Very Good Excellent
- 12. RESEARCH METHODS AND STATISTICAL SKILLS:  
 Poor Fair Good Very Good Excellent
- 13. STAFF, LIBRARY, AND COMPUTER RESOURCES:  
 Poor Fair Good Very Good Excellent
- 14. CRITICAL THINKING SKILLS:  
 Poor Fair Good Very Good Excellent
- 15. APA STYLE, WRITTEN AND ORAL EXPRESSION SKILLS:  
 Poor Fair Good Very Good Excellent
- 16. CAREER AND GRADUATE SCHOOL PLANNING:  
 Poor Fair Good Very Good Excellent
- 17. STUDENT ACTIVITIES: Psychology Club, PsiChi, Job and Graduate School Fairs:  
 Poor Fair Good Very Good Excellent

18. OPPORTUNITIES: To work with and get to know other psychology majors:  
Poor Fair Good Very Good Excellent

19. ACCESS TO DEPARTMENT INFORMATION: Such as courses, faculty, research and fieldwork opportunities:

Poor Fair Good Very Good Excellent

20. How many times did you visit with a Psychology advisor since you became a Psychology major? [CIRCLE one]

0 1 2 3 4 5 more than 5

21. Psychology faculty can help students plan their program at CSI. How would you rate the job faculty advisors did in helping you PLAN YOUR PROGRAM? [CIRCLE one]

Poor Fair Good Very Good Excellent

22. Psychology faculty can help students plan for their future jobs, careers, and for graduate school. How would you rate the job faculty advisors did in helping you PLAN FOR YOUR FUTURE?

Poor Fair Good Very Good Excellent

23. Have you any plan(s) to go to graduate school? Yes No If yes, answer below:

A. Type or academic area of Graduate study?

---

B. Where? Any specific schools?

---

24. What kind of career plans and/or personal employment goals do you intend to pursue?

---

A. Have you already had a job related to Psychology? Yes No If yes, describe the position:

---

B. How much has/did your Psychology major help you with the position? [CIRCLE one]

Not helpful A little helpful Moderately helpful Helpful Very helpful

25. I would recommend the Psychology major to another CSI student.

Strongly  
Disagree

Strongly  
Agree

1      2      3      4      5

**Thanks for participating, We really appreciate your help.**

*Please comment on the reverse side. Are any of the questions vague or confusing? Have we left out any questions that you think we really should ask, in order to learn the most about the Psychology Program, and how to improve it? Please let us know what questions were a problem, what additional questions should appear on this questionnaire, and how you would have answered them. Write your answers or comments on a separate sheet and attach it to this survey.*

**Finally, please hand the completed surveys to your professor or place in the box located in the office. We hope to poll each and every current Major. The final results will be aggregated since the survey is anonymous and we will share the results of the study and proposed courses of action for the improvement of the Psychology Program with students.**

**Edward F. Meehan, Ph.D.**

**Professor of Psychology**

Version: PsyS10-05/01/10.doc

**APPENDIX M**

**RESULTS OF STUDENT SURVEY 2005-2010**

**RESULTS****PSYCHOLOGY MAJOR QUESTIONNAIRE**

7. List Psychology courses that you **completed** and rate them on the Likert scale on the right regarding how valuable they were to your Psychology Major. (You may refer to the list of Psychology courses attached to this survey).

Course Name:

PSY 201 – Foundations of Psychological Research

Least Valuable				Most Valuable		
1	2	3	4	5		
3.5	10.9	22.6	32.7	30.3		X=3.80 n=881

PSY 266 – Statistics in Psychology

Least Valuable				Most Valuable		
1	2	3	4	5		
8.0	13.5	30.3	29.1	19.1		X=3.38 n=653

PSY 352 – History & Systems of Psychology

Least Valuable				Most Valuable		
1	2	3	4	5		
8.3	13.8	26.1	28.7	23.1		X=3.44 n=506

*How good a job do you think the Psychology program did for you in each of these areas?*

13. KNOWLEDGE BASE REGARDING PSYCHOLOGY:

Poor	Fair	Good	Very Good	Excellent	
0.3	5.7	32.4	45.1	16.5	x=3.72 n=1042

14. RESEARCH METHODS AND STATISTICAL SKILLS:

Poor	Fair	Good	Very Good	Excellent	
3.0	13.2	38.7	29.8	15.3	x=3.44 n=933

13. STAFF, LIBRARY, AND COMPUTER RESOURCES:

Poor	Fair	Good	Very Good	Excellent	
2.1	14.6	35.9	32.5	14.8	x=3.43 n=1024

14. CRITICAL THINKING SKILLS:



Poor	Fair	Good	Very Good	Excellent	x=3.53
0.6	9.6	40.5	35.3	14.1	n=1023

15. APA STYLE, WRITTEN AND ORAL EXPRESSION SKILLS:

Poor	Fair	Good	Very Good	Excellent	x=3.32
3.8	18.0	34.4	29.9	14.0	n=1024

16. CAREER AND GRADUATE SCHOOL PLANNING:

Poor	Fair	Good	Very Good	Excellent	x=2.64
14.9	31.6	33.5	14.2	5.8	n=980

17. STUDENT ACTIVITIES: Psychology Club, PsiChi, Job and Graduate School Fairs:

Poor	Fair	Good	Very Good	Excellent	x=2.84
7.9	27.7	42.6	16.4	5.4	n=444

18. OPPORTUNITIES: To work with and get to know other psychology majors:

Poor	Fair	Good	Very Good	Excellent	x=2.88
8.5	29.9	35.2	18.0	8.3	n=471

19. ACCESS TO DEPARTMENT INFORMATION: Such as courses, faculty, research and fieldwork opportunities:

Poor	Fair	Good	Very Good	Excellent	x=3.08
7.5	21.3	38.1	21.9	11.2	n=483

20. How many times did you visit with a Psychology advisor since you became a Psychology major?

X=2.49  
N=872

21. Psychology faculty can help students plan their program at CSI. How would you rate the job faculty advisors did in helping you PLAN YOUR PROGRAM?

Poor	Fair	Good	Very Good	Excellent	x=2.86
12.7	26.3	32.0	18.8	10.3	n=1001

22. Psychology faculty can help students plan for their future jobs, careers, and for graduate school. How would you rate the job faculty advisors did in helping you PLAN FOR YOUR FUTURE?

Poor	Fair	Good	Very Good	Excellent	x=2.59
14.8	29.4	32.2	14.6	6.2	n=952

23. Have you any plan(s) to go to graduate school?

75% said yes  
n=978

24. What kind of career plans and/or personal employment goals do you intend to pursue?

B. How much has/did your Psychology major help you with the position?

Not helpful	A little helpful	Moderately helpful	Helpful	Very helpful	X=3.38
8.5	18.1	21.0	31.5	21.0	N=343

25. I would recommend the Psychology major to another CSI student.

Strongly Disagree			Strongly Agree			
1	2	3	4	5		X=3.81
2.4	6.7	28.7	31.5	30.7		n=1035

**APPENDIX N**

**FACULTY CVS**

**If you are viewing a digital version of this document,  
please see the attached CV folder**

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of Preparation: November 3, 2010

Signature \_\_\_\_\_

1. **NAME:** Comfort B. Asanbe

**CURRENT TITLE:** Assistant Professor      **DEPARTMENT:** Psychology

**CURRENT SALARY:** \$

2. **RECOMMENDATION FOR**      **EFFECTIVE DATE:** 9/1/2010

Initial appointment      Third Reappointment      Tenure  
First Reappointment      Fourth Reappointment      \_\_\_\_\_ Promotion to Associate Professor  
Second Reappointment      Fifth Reappointment      \_\_\_\_\_ Promotion to Professor  
with Tenure

3. **HIGHER EDUCATION:**

DEGREES

Institutions	Dates Attended	Degrees and Fields	Date Conferred
Tennessee State University	1997-2001	Ph.D., School Psychology	2001
Austin Peay State University	1993-1996	M.A., Clinical Psychology	1996
Austin Peay State University	1987-1989	M. Ed., Admin. & Supervision	1989
University of Ilorin, Nigeria	1980-1983	B.A., English/Education	1983

**LICENSURE:** Licensed Psychologist New York State # 017583  
Licensed Psychologist (Health Services Provider) Tennessee # P2437

4. **EXPERIENCE:**  
TEACHING (or COUNSELING)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island/CUNY	05-Present	Assist. Prof.	FT	Psychology	Tenure Track
Tennessee Tech. Univ.	02-05	Assist. Prof.	FT	Psychology	Tenure Eligible
Austin Peay State Univ.	97-00	Instructor	FT	Psychology	Temp. Appoint
Tennessee Tech. Univ.	02-03	Postdoc. Intern	PT	Counseling Center	Internship
Metro-Nashville School System	01-02	Psychologist	FT	Psychological Serv.	Retention App.
UT-Medical Center	00-01	Predoc. Intern	FT	Child Psychiatry	Internship

## 5. ACADEMIC AND PROFESSIONAL HONORS

2007 CUNY Faculty Fellowship Publication Program  
 2004 Who's Who Among America's Teachers  
 1997- Phi Kappa Phi - The National Honors Society  
 1994- Psi Chi - National Honors Society in psychology

## 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>
PSC-CUNY (PSCREG-41-1003)	Acculturative stress, psychological health, and coping resources: An African immigrant sample	\$3,719		Oct. 10	PI (Awarded)
NIDA/NIH (Supplement)	Violence exposure, drug use, and HIV risks in African immigrant college students	\$120,000		May 09	Co-PI (Not Funded)
PSC-CUNY (PSCREG-40-800)	Investigating attention regulation of a sample of school-aged preterm children	5,990		Oct. 08	PI (Not funded)
Summer Research Awards	Language and attention regulation of preterm babies at school-age	\$2,000		Feb. 08	PI (Awarded)
PSC-CUNY (PSCREG-39-635)	Cross-cultural study of stress among American and Nigerian college students	\$2,000		Oct. 07	PI (Awarded)
CUNY Academy (William Stewart Grant)	Travel to Oxford University	\$300		Mar. 07	PI (Awarded)
PSC-CUNY (PSCOOC-37-116)	Language functioning of preterm babies at school-age	\$2,000		Nov. 05	PI (Awarded)
TN Tech Univ.	Meth-exposed children and psychosocial development	\$3,000		Dec. 04	PI (Awarded)
TN Tech Univ.	Children from meth homes: Exploratory study	\$3,000		Dec. 03	PI (Awarded)

## 7. REFEREED PUBLICATIONS (Title of publication, where published, date, in reverse chronological order, publisher, pagination)

### PRINT AND ELECTRONIC

#### REFEREED ARTICLES

2010 Asanbe, C. B., Aiyedogbon, S. I., Adedoyin, E. T., & Supino, K. (2010). Anxiety, appraisal, and coping: A cross-cultural comparison of American and Nigerian undergraduates. *International Psychology Bulletin*, 14(4), 17-22.

- 2009 Asanbe, C. B., Zamani, G., & Aiyedogbon, S. I. (2009). Cross-cultural differences in perception of stress: A study of American and Nigerian undergraduates. *Journal of Social and Behavioral Sciences*, 42(1), 42-58.
- 2008 Asanbe, C. B., Zamani, G., & Aiyedogbon, S. I. (2008). Self-concept and stress: A cross-cultural investigation of American and Nigerian undergraduates. *African Journal of Applied Psychology*, 2(3), 1-10.
- 2008 Asanbe, C. B., Hall, C., & Bolden, C. D. (2008). Methamphetamine-producing Homes: Psychological implications for preschoolers in rural Tennessee. *Journal of Rural Health*, 24 (3), 229 - 235.
- 2008 Asanbe, C. B., Hall, C., & Bolden, C.D. (2008). Behavioral and emotional adjustment of school-aged children from methamphetamine-producing homes: A rural Tennessee sample. *Journal of Public Child Welfare*, 2(3), 275-292.
- 2006 Asanbe, C.B. & Lockert, E. (2006). Cognitive abilities of African American children with prenatal cocaine/polydrug exposure. *Journal of Health Care for the Poor and Underserved*, 17 (2), 400-412.

#### CHAPTERS IN BOOKS

- 2009 Asanbe, C. B. (2009). Methamphetamine-producing homes and psychological child welfare: Implications for public policy and early childhood education. In J. McConnell-Farmer (Ed.), *The Education of Young Children: Research, Trends, Issues, & Policy* (pp. 107-119), Linton Atlantic Books, Louisville, Kentucky.

#### 8. OTHER PUBLICATIONS

##### PRINT AND ELECTRONIC

##### NON-REFEREED ARTICLES

- 2004 Asanbe, C. B. "Paradise Lost: Alumni on the front lines of the war on methamphetamine." *Tennessee Tech Visions*, Fall 04, 1-13.

##### ABSTRACTS

- 1997 Asanbe, C. B. (1997). Self-concept and resilience to stress in a college sample. *Higher Education Abstract*, 33(1), 25-26.

**9. IN PROGRESS** (Optional)**PRINT AND ELECTRONIC**

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

- 2010 Asanbe, C. B., Hall, C. & Bolden, C. "Mental health disorders in children of non drug- abusing parents: A sample from a rural community plagued by methamphetamine." Submitted to the *International Journal of Family Medicine* on October 12, 2010 (23 pages).

IN PREPARATION

**10. REVIEWS OF CANDIDATE'S WORK**

Research featured in the following:

- 2008 National Abandoned Infants Assistance (AIA) Resource Center Factsheet (2008). *Prenatal substance exposure*. UC Berkeley <http://aia.berkeley.edu>
- 2005 Methamphetamine Remediation Research Act of 2005. Hearing before the Committee on Science 109<sup>th</sup> Congress, March 3, 2005. 99-573PS H. R. 798, Serial No. 109-6. <http://www.house.gov/science> (p. 9).

**11. CURRICULUM DEVELOPMENT**

NEW COURSE OR PROGRAM DESIGN

NEW COURSES

- 2008-09 Psychopathology – Department of Psychology, College of Staten Island/CUNY  
Developed this course for the M. A. in Mental Health Counseling program.
- 2006-07 Child Psychopathology – Department of Psychology, College of Staten Island/CUNY.

PROGRAM DESIGN

- 2003-05 M.A. in Mental Health Counseling, Department of Counseling & Psychology, Tennessee Technological University, Cookeville.

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER

#### Grant Reviewer

- 2010 The Marsden Fund Council, Royal Society of New Zealand Reviewer.  
 2010- NSF- Graduate Research Fellowship Program (Psychology 1 Review Panelist)  
 Invited  
 2009- NSF- Graduate Research Fellowship Program (Psychology 1 Review Panelist).

#### Journal Reviewer

- 2010-Present *African Journal of Applied Psychology*, reviewer  
 2008-present *Environmental Health Insights*, ad hoc reviewer  
 2007-present *Medical Science Monitor*, ad hoc reviewer.

#### Book Reviewer

- 2007 Feldman Essentials of Understanding Psychology (Chapters 9, 11, 12 & 13)

#### Conference Abstract Reviewer

- 2006 Southeastern Psychological Association meeting, Mental Health Panel  
 2005 Southeastern Psychological Association meeting, Drugs and Children's Health Panel  
 2003 Southeastern Psychological Association meeting, Minority Mental Health Panel

### CONSULTANCIES

- 2010 AP Psychology Exam Questions Writer, Educational Testing Service (ETS)  
 Princeton, New Jersey.  
 2010 AP Reader (Psychology), Educational Testing Service (ETS) Princeton, New  
 Jersey. Reading Center - Kansas City, MS.  
 2009 AP Reader (Psychology), Educational Testing Service (ETS) Princeton, New  
 Jersey. Reading Center - Kansas City, MS.  
 1998- Examiner, Harcourt Assessment Inc., Texas - re-standardization of the Wechsler  
 Intelligence Scale for Children-Fourth Edition (WISC-IV), clinical sampling of  
 WPPSI-III Pilot 2, WIAT-II, WIAT-II /WPPSI link, and DAS-II Pilot).

### LECTURES AND PAPERS PRESENTED

\*student author

- 2010 Asanbe, C. B. (2010, August). "Toxic environment: The psychological outcomes of  
 parental drug addiction on child development." Poster presented at the 26<sup>th</sup>.  
 International Pediatric Association (IPA) Congress. Johannesburg, South Africa.



- 2010 Asanbe, C. B. (2010, May). "*Parental substance abuse and psychological child outcome: A rural community sample.*" Paper presented at the 4<sup>th</sup> World Congress of the Association of Psychology & Psychiatry for Adults and Children. Athens, Greece.
- 2010 Asanbe, C. B., Aiyedogbon, S. I., & Supino, K.\* (2010, March). "*Anxiety, appraisal and coping: A cross-cultural comparison of American and Nigerian undergraduates.*" Paper presented at the 81<sup>st</sup> annual meeting of the Eastern Psychological Association. Brooklyn, NY.
- 2009 Asanbe, C. B., Aiyedogbon, S. I., & Supino, K.\* (2009, March). "*Self-concept and stress: A cross-cultural investigation of American and Nigerian undergraduates.*" Paper presented at the 80<sup>th</sup> annual meeting of the Eastern Psychological Association. Pittsburgh, PA.
- 2008 Asanbe, C. B., Zamani, G., & Aiyedogbon, S. I. (2008, August). "*Self-concept and stress: A cross-cultural assessment of African American and Nigerian undergraduates.*" Paper presented at the 40<sup>th</sup> annual international convention of the Association of Black Psychologists. Oakland, CA.
- 2007 Asanbe, C.B. (2007, August). "*Methamphetamine-producing homes: Implications on child psychological welfare.*" Paper presented at the Oxford Round Table, Oxford University England, UK.
- 2007 Asanbe, C.B., Hall, C., & Bolden, C. (2007, February). "*Psychosocial adjustment of preschoolers from methamphetamine-producing homes.*" Poster session presented at the 53<sup>rd</sup> annual meeting of the Southeastern Psychological Association Convention. New Orleans, LA.
- 2006 Asanbe, C.B., Hall, C., & Bolden, C. (2006, March). "*Methamphetamine exposure: Behavioral and emotional functioning of exposed children.*" Paper presented at the annual meeting of the Southeastern Psychological Association Convention. Nashville, TN.
- 2005 Asanbe, C.B. (2005, February). "*Cognitive abilities of children with polydrug exposure.*" Workshop presented at the Winter Networking Conference of the Upper Cumberland Council on Children and Youth (UCCCY), Cookeville, TN.
- 2004 Asanbe, C. B. (2004, March). "*Understanding graduate school: From admission to graduation.*" Workshop presented at the annual meeting of the Southeastern Psychological Association CEPO Minority Interest Group. Atlanta, GA.
- 2003 Asanbe, C.B., & Lockert, E. (2003, August). "*Discrepancies among polydrug-exposed and non-exposed children on WISC-III index scores.*" Poster session presented at the 111<sup>th</sup> annual meeting of the American Psychological Association. Toronto, Canada.

- 2001 Asanbe, C. B. (2001, October). *Prenatal alcohol/polydrug exposed children: Investigating global intellectual functioning*. Paper presented at the Environment, Toxins and Children's Health Workshop, University of Tennessee Medical Center Bolin Center Interdisciplinary Fall Training, Memphis.

PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA,  
CURATORIAL ACTIVITIES

- 2010 Special Paper Session Chair – “Substance Use and Abuse,” The 4<sup>th</sup> World Congress of the Association of Psychology & Psychiatry for Adults and Children, Athens, Greece.
- 2010 Participant – “All Hazards Disaster Mental Health Training,” NYC Office of Mental Health Disaster Preparedness and Response, New York, NY.
- 2009 Paper Session Chair – “Ethnicity and Mental Health,” The 80<sup>th</sup> annual meeting of the Eastern Psychological Association, Pittsburgh, PA.
- 2008 Participant – “Trends in Health and Aging - CDC/NCHS Data Workshop,” sponsored by the Public Health Program, Long Island University Brooklyn Campus, New York.
- 2008 Invited participant - “Addiction Research Training Institute,” sponsored by the National Institute on Drug Abuse (NIDA/NIH), Morehouse College of Medicine Atlanta, GA.
- 2007 Symposium Chair – Exploring medical/health psychology career path for minority students, 53<sup>rd</sup> annual meeting of the Southeastern Psychological Association. New Orleans, LA.
- 2006 Symposium Chair – Career paths in psychology for minority students, 52<sup>nd</sup> annual meeting of the Southeastern Psychological Association. Atlanta, GA.
- 2006 Invited participant - “Research Development Seminar for the Career Scientist Phase II,” sponsored by the National Institute on Drug Abuse National Institutes of Health (NIDA/NIH) Bethesda, MD.
- 2005 Participant - “Summer Research Survival Analysis,” Penn State University, College Park, PA.
- 2004 Invited participant - “Drug Abuse Research in Rural Communities,” National Institute on Drug Abuse, Division of Epidemiology, Services and Prevention Research (NIDA/DESPR) Bethesda, MD.

- 2004 Invited participant - "Research Development Seminar for the Career Scientist Phase I," National Institute on Drug Abuse (NIDA/NIH) Bethesda, MD.

PROFESSIONAL DEVELOPMENT or OTHER PROFESSIONAL ACTIVITIES

- 2010 Participant - "Achieving Remission Goals: New Depression Guidelines in the Context of Evidence-Based Medicine," New York Academy of Sciences New York, NY.
- 2009 Participant - "From the art of medicine to the science of psychiatry: Measurement-based care strategies for depression," New York Academy of Sciences New York, NY.
- 2008 Participant - "Professional Grant Writing Workshop," John Jay College of Criminal Justice New York, NY.
- 2008 Participant - "Institute for Basic Research (IBR) Autism Conference," Hilton Garden Inn, Staten Island, NY.
- 2007 Participant - "Advances in Psychiatry 2007: Breakthrough Developments in Psychiatric Treatments," Mount Sinai School of Medicine New York, NY.
- 2007 Participant - "Pain Management," Institute for Natural Resources (INR), Crowne Plaza Hotel, Fairfield NJ.

CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

- 2008- Eastern Psychological Association (EPA)  
 2007- Association of Black Psychologists  
 2006- Society for Research in Child Development  
 1996- Southeastern Psychological Association (SEPA)  
 1999-08 American Psychological Association

**13. RECORD OF TEACHING AT CSI (list courses taught)**

PSY 100	Psychology
PSY 202	Psychopathology
PSY 203	Child Psychopathology
PSY 226	Personality Theories
PSY 242	Developmental Psychology
PSY 362	Psychotherapy
PSY 720	Psychopathology (graduate course)

**SUPERVISION OF HONORS THESES**

Krista Supino (completed)  
 Sharmila Mohammed (completed)  
 Joseph Gori (in progress)

**SPONSORED STUDENT RESEARCH CONFERENCE PARTICIPATION**

2009	Krista Supino	Eastern Psychological Association Conference
2009	Krista Supino	CSI Undergraduate Research Conference
2009	Sharmila Mohammed	CSI Undergraduate Research Conference

**SPONSORED STUDENT RESEARCH AWARD**

2008	Sharmila Mohammed	CSI Summer Research Award (\$2,000)
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**INDEPENDENT STUDIES**

2010	Joseph Gori (in progress)
2009	Krista Supino
2008	Sharmila Mohammed
2007	Katie-Rose Dishuk

**READER OF HONORS THESES**

2009	Jason DeGenaro
2008	Jeannemarie Leone

**RECORD OF TEACHING AT TENNESSEE TECHNOLOGICAL UNIVERSITY**

PSY 5050	Learning and Cognition
PSY 5150	Personality Theory
PSY 5250	Introduction to Psychological Testing
PSY 7610	Personality Assessment
PSY 7730	Cognitive Assessment/IQ Testing

**14. RECORD OF SERVICE****NATIONAL**

2005-08 Chair, Minority Interest Group, Committee on Equality of Professional Opportunities, Southeastern Psychological Association (CEPO/SEPA).

2004- Member, Board of Directors, Kelly Center Against Abusive Behavior, Nashville TN.

## COMMUNITY

- 2010- Member, Board of Directors, African Refuge Inc., Staten Island, New York
- 2009- Member, Board of Directors, New York State Association of Black Psychologist (ABPsi), New York
- 2009- Community Member – Institute for Basic Research Institutional Animal Care and Use Committee (IBR/IACUC), 1050 Forest Hill Road, Staten Island, New York.
- 2009- Volunteer – Medical Reserve Corps, NYC Department of Health & Mental Hygiene, 125 Worth Street, New York, NY 10013.
- 2008 Volunteer Judge – The 18<sup>th</sup> Annual New York City History Day. Frederick A.O. Schwarz Children's Center, Museum of the City of New York.
- 2007 Invited Presenter – New York Association of Black Psychologists Mentoring Hour, Sankofa Center for Health & Healing, Brooklyn.
- 2007 Volunteer Judge – The 17<sup>th</sup> Annual New York City History Day. Frederick A.O. Schwarz Children's Center, Museum of the City of New York.
- 2005 Member – Nah We Yone (a non-profit support network for distressed African immigrants in the New York metropolitan area).

## CUNY

- 2009 Participant – Black Male Mental Health and Wellness Symposium, NY ABPsi, John Jay College of Criminal Justice Counseling Department, New York.
- 2007 Participant – Black Mental Health in the Context of Civil Rights: 40 Years of NY ABPsi, John Jay College of Criminal Justice Counseling Department, New York.
- 2007 PSC/CUNY Grant Reviewer: Psychology Panel
- 2007 Invited Presenter – Educators' Entrepreneur and the Role of Psychology, Borough Manhattan Community College/CUNY Student Entrepreneur Summit

## CSI

- 2010- Member – Dean of Science and Technology Search Committee
- 2010 Workshop Presenter – CSI/C-STEP Pre-freshmen Summer Program (Psychology)
- 2010- Member – Middle State Self-Study Working Group 4



2010 Member – Department of Sociology, Social Works, & Anthropology Search Committee

2009- Member – International Studies Advisory Committee

2008- Member – College of Staten Island Course and Standing Committee

2008- Alternate Member – College of Staten Island Admissions Committee

2008 Member – Counseling Center Staff Psychologist Search Committee

#### DEPARTMENT PROGRAM

2010- Member, Appointment Committee

2007-09 Member, Committee for the Development and Implementation of the M.A. in Mental Health Counseling

2009 Member, Counseling Faculty Search Committee

2008 Representative for the Psychology Department – CSI New Student Orientation

2008 Representative for the Psychology Department – Honors Convocation

2007 Representative for the Psychology Department – Dean’s List Ceremony

2007 Marshal for the Psychology Department – 31<sup>st</sup> CSI Commencement Exercise

2007 Member, Committee for the Development of the M.A. in Mental Health Counseling

2007 Psychology Career Day

2006 Representative for the Psychology Department – CSI Recruitment Event

2006 Psychology Career Day

#### CHAIRPERSON’S REPORT

#### STUDENT EVALUATIONS

#### RECORD AT CUNY

<u>College</u>	<u>Dates</u>	<u>Rank</u>	<u>Salary</u>
College of Staten Island	2005-2009	Assistant Professor	\$

**Curriculum Vitae (March, 2011)**  
**SARAH E. BERGER**

**ADDRESS**

The College of Staten Island, The City University of New York  
Department of Psychology  
2800 Victory Blvd Rm 4S-221A  
Staten Island, New York 10314  
office: (718) 982-4148  
email: sberger@mail.csi.cuny.edu fax: 718) 982-4114  
<http://www.library.csi.cuny.edu/~berger/>

88 Wyckoff St. Apt. 3H  
Brooklyn, NY 11201  
(718) 246-3965

**EDUCATION**

- 2000 Ph.D, Department of Psychology,  
Program in Cognition and Perception, Developmental Concentration  
New York University, New York, NY  
Thesis: *Cognition in Locomotion: Infants' Executive Functioning in  
Goal-Directed Locomotor Tasks*
- 1997 M.A., Department of Psychology,  
Program in Cognition and Perception, Developmental Concentration  
New York University, New York, NY  
Thesis: *Young Children's Understanding of Intention: The  
Discrepancy Between Mental States and the Own/Other Distinction*
- 1993 B.A., Psychology and Spanish  
University of Texas, Austin, TX

**ADDITIONAL HIGHER EDUCATION**

- 2010 Inter-University Consortium for Political and Social Research, Course  
in Time Series Analysis
- 2001 Cold Spring Harbor Laboratory, Course in the Biology of  
Developmental Disabilities in Children
- Jan 2001-Aug 02 Postdoctoral Fellow, Infant Motor Development Lab  
New York University, New York, NY

**PROFESSIONAL EXPERIENCE**

- 2010 – 2011 Visiting Fulbright Scholar, University of Haifa, Haifa, Israel
- 2009 – current Associate Professor, Department of Psychology  
College of Staten Island, CUNY, Staten Island, NY
- 2005 – current Faculty of the Graduate Center of the City University of New York,  
Developmental Psychology, New York, NY
- 2004 – 2008 Assistant Professor, Department of Psychology  
College of Staten Island, CUNY, Staten Island, NY
- 2002 – 2004 Assistant Professor, Department of Psychology  
Adelphi University, Garden City, NY
- 2001 Adjunct Instructor, Lab in Developmental Psychology

2000 New York University, New York, NY  
Adjunct Associate Instructor, Developmental Psychology  
Barnard College, New York, NY

1997, 1999 Adjunct Instructor, Developmental Psychology  
New York University, New York, NY

#### **RESEARCH GRANTS**

2010 Provost's Research Scholarship, College of Staten Island, City University of New York, \$12,000

2010 PSC-CUNY Research Grant, City University of New York, \$2844.25

2009 PSC-CUNY Research Grant, City University of New York, \$3000.00

2008 PSC-CUNY Research Grant, City University of New York, \$3990.00

2008 Student-Faculty Research Technology Support Award, College of Staten Island, City University of New York, \$1940.40

2007 PSC-CUNY Research Grant, City University of New York, \$4500.00

2006 PSC-CUNY Research Grant, City University of New York, \$3990.00

2005 PSC-CUNY Research Grant, City University of New York, \$4000.00

2005 Dean's Summer Research Grant, College of Staten Island, City University of New York, \$2000.00

#### **HONORS AND AWARDS**

2010 Fulbright Research Fellowship, Council for International Exchange of Scholars, \$45,000.

2010 CUNY Gender Equity Project, Grant Writing Assistance Program

2010 Invited participant, "Sleep as a Mirror of Developmental Transitions in Infancy: The Case of Crawling", University of Haifa, Israel

2007 Invitation to Pearson/Lesson Lab teaching workshop, Santa Monica, CA.

2006 Travel Fellowship, 34th Carnegie Symposium on Cognition: Embodiment, Ego-space, and Action, Carnegie Mellon University, \$700.00

2005 CUNY Faculty Development Program Teaching Grant, "Research Apprenticeship in Infant Development," \$5000.00

2004 Committee on Excellence in Learning Technology, College of Staten Island, City University of New York, \$1149.58

2001 New York University Psychology Departmental Nomination, NY Academy of Sciences, Cattell Thesis Award

2001 Cold Spring Harbor Laboratory, Summer Course Stipend

2000 Martin D. Braine Memorial Award for Excellence in Research

1999 Katzell Summer Fellowship in Psychology, Honorable Mention

1998 Award for Outstanding Poster in its Category, American Psychological Society

1998 Graduate School of Arts and Sciences Student Travel Award, NYU

1997 Graduate School of Arts and Sciences Student Travel Award, NYU

#### **GRADUATE & POSTDOCTORAL RESEARCH GRANTS**

2001-2002 American Association of University Women Postdoctoral Research Leave Fellowship

1994-1999 MacCracken Graduate Fellowship, New York University



**PEER-REVIEWED JOURNAL ARTICLES**

- Atun-Einy, O., Berger, S. E., & Scher, A. (2011). Pulling to Stand: Common trajectories and individual differences. Manuscript under review.
- Atun-Einy, O., Berger, S. E., & Scher, A. (2011). Assessing motivation to move and its relationship to motor development in infancy. Manuscript under review.
- Berger, S. E., Friedman, R., & Polis, M. C. (in press). The role of locomotor posture and experience on handedness and footedness in infancy. *Infant Behavior and Development*.
- Adolph, K. E., Berger, S. E., & Leo, A. J. (2011). Developmental continuity? Crawling, cruising, and walking. *Developmental Science*, *14*(2), 306-318.
- Berger, S. E., Adolph, K. E., & Kavookjian, A. E. (2010). Bridging the gap: Solving spatial means-ends relations in a locomotor task. *Child Development*, *81*(5), 1367-1375.
- Berger, S. E. (2010). Locomotor expertise predicts infants' perseverative errors. *Developmental Psychology*, *46*(2), 326-336.
- Berger, S. E., & Nuzzo, K. (2008). Older siblings influence younger siblings' motor development. *Infant and Child Development*, *17*(6), 607-615.
- Berger, S. E., Theuring, C. F., & Adolph, K. E. (2007). How and when infants learn to climb stairs. *Infant Behavior and Development*, *30*(1), 36-49.
- Berger, S. E., Adolph, K. E., & Lobo, S.A. (2005). Out of the toolbox: Toddlers differentiate wobbly and wooden handrails. *Child Development*, *76*(6), 1294-1307.
- Berger, S. E. (2004). Demands on finite cognitive capacity cause infants' perseverative errors. *Infancy*, *5*(2), 217-238.
- Berger, S. E., & Adolph, K. E. (2003). Infants use handrails as tools in a locomotor task. *Developmental Psychology*, *39*(3), 594-605.
- Berger, S. E. (2001). Accounting for infant perseveration beyond the manual search task. *Behavioral and Brain Sciences*, *24*(1), 34 – 35.

**CHAPTERS, CONFERENCE PROCEEDINGS, AND ENCYCLOPEDIA ENTRIES**

- Adolph, K. E., & Berger, S. E. (in press). Development of the motor system. In Hal Pashler, Tim Crane, Marcel Kinsbourne, Fernanda Ferreira, & Rich Zemel (Eds.), *Encyclopedia of the Mind*. Sage.
- Adolph, K. E., & Berger, S. E. (2011). Physical and motor development. In Marc H. Bornstein & Michael E. Lamb (Eds.), *Cognitive Development: An Advanced Textbook* (6<sup>th</sup> ed., pp. 257-318). New York: Psychology Press.
- Adolph, K. E., & Berger, S. E. (2011). Physical and motor development. In Marc H. Bornstein & Michael E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (6<sup>th</sup> ed., pp. 241-302). Hillsdale, NJ: Erlbaum.
- Berger, S. E., & Adolph, K. E. (2007). Learning and development in infant locomotion. C. von Hofsten & K. Rosander (Eds.), *From Action to Cognition* (pp. 237-255). Amsterdam, The Netherlands: Elsevier.
- Berger, S. E., Theuring, C. F., & Adolph, K. E. (2007). How and when infants learn to climb stairs. *FLASH Alert to New Science and Health Research Stories*. Oxford: Elsevier. (Reprinted from *Infant Behavior and Development*, *30*, 36-49, 2007).
- Adolph, K. E., & Berger, S. E. (2006). Motor development. In W. Damon & R. Lerner (Series Eds.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2: Cognition, Perception and Language* (6th ed., pp. 161-213). New York: John Wiley & Sons.

- Adolph, K. E., & Berger, S. E. (2005). Physical and motor development. In Marc H. Bornstein & Michael E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (5<sup>th</sup> ed., pp. 223-281). Hillsdale, NJ: Erlbaum.
- Berger, S. E., & Adolph, K. E. (2004). Infants use handrails as tools in a locomotor task. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (3<sup>rd</sup> ed., pp. 87-102). New York: Freeman. (Reprinted from *Developmental Psychology*, 39, pp. 594-605, 2003).
- Berger, S. E. (2001). Executive functioning in manual and locomotor tasks. In J. van der Kamp, A. Ledebt, G. Savelsbergh and E. Thelen (Eds.), *Advances in Motor Development and Learning in Infancy: Behavioural, Neurological, and Modelling Issues*.
- Berger, S. E. (1999). Infants' perseverative errors in a locomotor A-not-B task. In M. A. Grealy & J. A. Thomson (Eds.), *Studies in Perception and Action X*. NJ: Erlbaum.

### **CONFERENCE PRESENTATIONS**

#### *\*student authors*

- Kirkman, C.\* & Berger, S. E. (2011, October). *Micro-coding Preschoolers' Ability to Inhibit*. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.
- Berger, S. E., Atun-Einy, O.\* & Scher, A. (2011, May). Motivation to move influences timing of motor milestone onsets in infancy. Poster presented at the 16<sup>th</sup> International Conference of the Association of Psychology and Psychiatry for Adults and Children, Athens, GREECE.
- Berger, S. E. (2010, April). *Do posture-related experiences influence the onset of infants' motor milestones?* Poster presented at the 21<sup>st</sup> Biennial Conference on Human Development, New York, NY.
- Berger, S. E., Kaur, P.\* & Taysin, S\*. (2010, April). *Infants' changing locomotor expertise changes body awareness*. Poster presented at the 21<sup>st</sup> Biennial Conference on Human Development, New York, NY.
- Berger, S. E. & Kim, H. H.\* (2010, March). *New walkers' strategies for descending stairs*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Friedman, R.\*, Polis, M.\* & Berger, S. E. (2010, March). *Foot preferences in locomotion*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Polis, M. C.\*, Berger, S. E., & Friedman, R.\* (2010, March). *The role of locomotor expertise on limb preference*. Poster presented at the Eastern Psychological Association, Brooklyn, NY.
- Berger, S. E. (2009, October). *Perceptual-motor task demands affect young children's ability to inhibit*. Poster presented at the Sixth Biennial Meeting of the Cognitive Development Society, San Antonio, TX.
- Berger, S. E., Adolph, K. E., Goodman, E. E.\* & Gavora, A.\* (2009, April). *Cruise control: How cruising infants solve the problem of keeping balance*. Paper presented at the Society for Research in Child Development, Denver, CO.
- Polis, M.\*, Berger, S. E., & Friedman, R.\* (2009, April). *Choosing sides: A snapshot of footedness in infancy*. Poster presented at the Society for Research in Child Development, Denver, CO.
- Berger, S. E. (2008, March). *A longitudinal study of the role of infants' locomotor expertise on the development of inhibition*. Poster presented at the International Conference on Infant Studies, Vancouver, British Columbia, CANADA.

- Berger, S. E., Kavookjian, A. E., & Adolph, K. E. (2008, March). *Infants' spatial reasoning strategies in a whole-body tool-use task*. Poster presented at the International Conference on Infant Studies, Vancouver, British Columbia, CANADA.
- Berger, S. E. (2007, March). *Development in motion*. Symposium conducted at the Society for Research in Child Development, Boston, MA.
- Berger, S. E. (2007, March). *Perseveration in motion*. Paper presented at the Society for Research in Child Development, Boston, MA.
- Adolph, K. E., Joh, A. S., Ishak, S., Lobo, S. A., & Berger, S. E. (2005, October). *Specificity of infants' knowledge for action*. Paper presented at the Fourth Biennial Meeting of the Cognitive Development Society, San Diego, CA.
- Berger, S. E. (2005, May). *Locomotor perseveration*. Paper presented at the Second World Congress: Motor Development and Learning in Infancy, Murcia, SPAIN.
- Berger, S. E., Theuring, C. F.\* & Adolph, K. E. (2005, May). *Learning to ascend and descend stairs*. Poster presented at the Second World Congress: Motor Development and Learning in Infancy, Murcia, SPAIN.
- Berger, S. E. (2005, April). *Out with the old, in with the new: Walkers' reluctance to return to crawling elicits perseverative behaviors*. Poster presented at the Society for Research in Child Development, Atlanta, GA.
- Berger, S. E. (2004, June). *The development and learning of inhibition in infancy*. Paper presented at the North American Conference for the Psychology of Sport and Physical Activity, Vancouver, B. C., CANADA.
- Berger, S. E. & Adolph, K. E. (2004, May). *Necessity is the mother of invention: Infants' tool-use depends on context-specific factors*. Paper presented at the International Conference on Infant Studies, Chicago, IL.
- Berger, S. E., Theuring, C. F. \*, & Adolph, K. E. (2004, May). *Social, cognitive, geographic, and biomechanical factors affect infants' learning to ascend and descend stairs*. Poster presented at the International Conference on Infant Studies, Chicago, IL.
- Fisher, J.\* & Berger, S. E. (2003, November). *The effects of having an older sibling on motor development*. Poster presented at the Biennial Meeting of the Society for the Study of Human Development, Cambridge, MA.
- Berger, S. E. (2003, October). *Infants' spatial reasoning about tools*. Poster presented at the Third Biennial Meeting of the Cognitive Development Society, Park City, UT.
- Berger, S. E. & Theuring, C. F.\* (2003, May). *Crawling is not enough: Contextual influences on infants' stair ascent and descent*. Poster presented at the American Psychological Society, Atlanta, GA.
- Berger, S. E. (2003, April). *Practice makes perfect: The effect of locomotor experience on infants' capacity to inhibit*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Berger, S. E. & Lobo, S. A.\* (2003, April). *Look, Ma, both hands: Infants discriminate wooden and wobbly handrails*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Berger, S. E. & Adolph, K. E. (2002, April). *Infants' handrail use as a tool for balance control*. Paper presented at the International Conference on Infant Studies, Toronto, Ontario, CANADA.
- Berger, S. E. (2002, April). *A cognitive capacity explanation for perseverative errors in the A-not-B task*. Paper presented at the International Conference on Infant Studies, Toronto, Ontario, CANADA.
- Berger, S. E. (2001, June). *Executive functioning in infants' locomotion*. Paper presented at

- the International Conference on Event Perception and Action, Storrs, CT.
- Berger, S. E. (2001, May). *Executive functioning in manual and locomotor tasks*. Poster presented at the First World Congress: Motor Development and Learning in Infancy, Amsterdam, THE NETHERLANDS.
- Berger, S. E. (2001, April). *Locomotor ability influences perseverative errors*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.
- Berger, S. E. (2001, April). *Walking skill predicts accuracy of decision-making in a goal-directed locomotor task*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.
- Berger, S. E., McLaughlin, A. E.\*, & Adolph, K. E. (2000, July). *Toddlers' recognition of a handrail as an aid for locomotion*. Poster presented at the International Conference on Infant Studies, Brighton, ENGLAND.
- Berger, S. E. (2000, July). *Task difficulty elicits perseverative behaviors in a locomotor A-not-B task*. Poster presented at the International Conference on Infant Studies, Brighton, ENGLAND.
- Berger, S. E., McLaughlin, A. E.\*, Adolph, K. E., & Hobson, M. M.\* (2000, April). *Toddlers' exploratory behavior as a predictor of accurate decision-making in a locomotor task*. Poster presented at the Conference on Human Development, Memphis, TN.
- Berger, S. E. (1999, August). *Infants' perseverative errors in a locomotor A-not-B task*. Poster presented at the International Conference on Event Perception and Action, Edinburgh, SCOTLAND.
- Berger, S. E., Ngyuen, L., & Frye, D. (1998, May). *The influence of conflict and context on young children's understanding of desire*. Poster presented at the American Psychological Society, Washington, D.C.
- Berger, S. E., & Frye, D. (1997, June). *The conceptual confusion theory of mind: More intense than originally thought*. Poster presented at the Jean Piaget Society, Santa Monica, CA.
- Berger, S. E., & Frye, D. (1997, April). *The discrepancy between mental states: Young children's differentiation of intention and desire*. Poster presented at the Eastern Psychological Association, Washington, D.C.
- Berger, S. E., & Frye, D. (1997, April). *Understanding intention: Comparing children's own accidents to those of others*. Poster presented at the Society for Research in Child Development, Washington, D.C.

#### **MEDIA APPEARANCES**

- 2003, April. The baby human: To walk. *Discovery Health Channel*.
- 2003, June. Toddlers ride rail to tool use. *Science News*, 163(24).
- 2003, September. Tools for tots. *Infants to Adolescents: Research Update*, Vol. 4(5).
- 2006, April. Babies, snakes, campaign finance... *The Staten Island Advance*, pp. A10-A11.
- 2007, February. Little white lies. *The Staten Island Advance*.
- 2007, September. *Babytalk Magazine*, p. 26.
- 2010, September. 7 super sibling benefits. *Parents Magazine*.
- 2011, June, Parenting section of *Yediot Achronot*, <http://www.ynet.co.il/articles/0,7340,L-4075702,00.html> [in Hebrew].

#### **COLLOQUIA**

- 1995 New York University, Department of Psychology,  
Program in Perception and Cognition, Miniconvention

- 1996 New York University, Department of Psychology, Developmental Seminar  
New York University, Department of Psychology, Program in Perception &  
Cognition, Miniconvention
- 1999 New York University, Department of Psychology, Developmental Seminar
- 2000 The Sackler Institute for Developmental Psychobiology
- 2001 Washington Irving High School Teen Health Conference  
New York University, Department of Psychology, Developmental Seminar
- 2003 Adelphi University, Derner Institute of Advanced Psychological Studies,  
Departmental Colloquium
- 2004 The College of Staten Island, Department of Psychology,  
Departmental Colloquium  
Institute for the Study of Child Development,  
Robert Wood Johnson/University of Medicine & Dentistry, New Jersey
- 2005 CUNY Graduate Center, Department of Psychology, Developmental Brown Bag
- 2006 CUNY Graduate Center, Department of Psychology, Developmental Proseminar  
New York University, Department of Psychology, Program in Perception &  
Cognition, Colloquium
- 2007 Drew University, Department of Psychology, Departmental Colloquium
- 2010 Bar Ilan University, Gonda Multidisciplinary Brain Research Center, Ramat Gan,  
Israel  
Technion University, The Research Center for Work Safety and Human Engineering,  
Haifa, Israel  
University of Haifa, Department of Education, Haifa, Israel  
Koc University, Department of Psychology, Istanbul, Turkey  
Bogazici University, Department of Psychology, Istanbul, Turkey  
Bahcesehir University, Department of Psychology, Istanbul, Turkey
- 2011 University of Haifa, Department of Psychology, Cognitive Seminar, Haifa, Israel  
University of Haifa, Department of Psychology, Developmental Seminar, Haifa,  
Israel  
University of Haifa, Department of Physical Therapy, Haifa, Israel  
Keynote Speaker, *Kupat Cholim Klalit* [Israeli public healthcare provider], Regional  
Training Day, Department of Pediatric Physiotherapy, Haifa, Israel  
Hebrew University, Department of Psychology, Cognitive Forum, Jerusalem, Israel  
US-Israel Educational Foundation, Fulbright Panelist, Tel Aviv, Israel

#### **PROFESSIONAL AFFILIATIONS**

Society for Research in Child Development  
Cognitive Development Society  
International Society for Infant Studies  
Association for Psychological Science  
American Psychological Association  
Eastern Psychological Association

#### **PROFESSIONAL SERVICE**

##### **University Service**

Faculty Mentor, Dolphin Mentoring Exchange, College of Staten Island  
Advisor to the Psychology Club/Psi Chi, College of Staten Island

Departmental representative at CSI Open House  
Reviewer, Dean's Summer Research Grant  
PSC/CUNY Grant Reviewer: Psychology Panel  
Committee for Excellence in Learning Technology  
Search Committee, Physical Therapy (Spring, 2008; Spring, 2009)  
President's Advisement Task Force, Psychology Department Representative  
Faculty Senate, Psychology Department Representative  
Deputy Chair of the Psychology Department, Adjunct Coordinator  
Reviewer, CUNY Graduate Center Graduate Student Research Competition

**Grant Reviewer**

National Science Foundation, ad hoc reviewer  
2011-2013 American Association of University Women, Member American  
Fellowships Review Panel

**Journal Reviewer**

Developmental Science, ad hoc reviewer  
Child Development, ad hoc reviewer  
Developmental Psychology, ad hoc reviewer  
Developmental Medicine and Child Neurology, ad hoc reviewer  
Journal of Experimental Child Psychology, ad hoc reviewer  
Psychological Science, ad hoc reviewer  
Journal of Cognition and Development, ad hoc reviewer  
Behavior Research Methods, ad hoc reviewer  
Infancy, ad hoc reviewer  
Infant and Child Development, ad hoc reviewer  
Human Movement Science, ad hoc reviewer

**Editorial Board**

Frontiers in Developmental Psychology

**Conference Reviewer**

2007 Society for Research in Child Development biennial meeting, "Infancy:  
Biological and Cognitive Processes" Panel  
2008 International Society for Infant Studies biennial meeting, "Sensory and  
Motor" Panel  
2009 Society for Research in Child Development biennial meeting, "Attention,  
Learning, and Memory" Panel  
2010 International Society for Infant Studies biennial meeting, "Motor and  
Sensorimotor" Panel  
2011 Society for Research in Child Development biennial meeting,  
"Childhood: Neurodevelopmental and Cognitive Processes" Panel

**Community Service**

2004 Junior Science and Humanities Symposium, regional conference judge  
2008 NYC Science and Engineering Fair, competition judge

**Consultant**

ESTART (Early Childhood Standards Assessment of Readiness Tool)  
developed by Denver Public Schools

**STUDENT SUPERVISION**

**Doctoral Students**

Julia Fisher (2<sup>nd</sup> year project, 2003)

Hannah Kim (2<sup>nd</sup> year project, 2010)

Christina Kirkman (current)

Jennifer Ducz (current)

**Masters Students**

Sharon Lobo (with Karen Adolph, MA 2002)

Carolyn Theuring (with Karen Adolph, MS 2004)

**Undergraduate Honors Theses**

2006 Amanda Venturi

2006 Katie Nuzzo

2008 Lauren Orleman

2008 Natasha Hernandez

2010 (Maria Valonzo)

current Marierose Polis

current Christina Gioeli

**Doctoral Thesis External Examiner**

2010 Lisa-Marie Collimore, University of Toronto

August, 2011

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation

2/15/06\_\_\_\_\_

Signature \_\_\_\_\_

1. **NAME** Rima Blair

**CURRENT TITLE** Assistant Professor of Psychology

**DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one)      **EFFECTIVE DATE** \_\_\_\_\_

\_\_\_\_\_ Initial appointment      \_\_\_\_\_ Third Reappointment      \_\_\_\_\_ Tenure

\_\_\_\_\_ First Reappointment      \_\_\_\_\_ Fourth Reappointment      \_\_\_\_\_ Promotion to Associate Professor

\_\_\_\_\_ Second Reappointment      \_\_\_\_\_ Fifth Reappointment  
with Tenure      \_\_\_\_\_ Promotion to Professor

\_\_\_\_\_ Promotion to Senior CLT

3. **HIGHER EDUCATION**

. (Institutions, dates attended, degree and field(s), date conferred)

College of Art and Science, Cornell University 9/61-5/64 B.A. Psychology 5/64

New York University 9/65-2/73 Ph.D. Community Psychology 2/73

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

Maimonides Community Mental Health Center      9/73-3/76 Postdoctoral training in family therapy

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

Institution

<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	9/01-present	Asst.. Prof.	FT	Psychology      tenured
College of Staten Island	9/76-9/01	Asst. Prof.	FT	PSA      tenured
Richmond College	9/73-9/76	Asst. Prof.	FT	Soc Sci      tenured
Richmond College	9/71-8/73	Instructor	FT	Soc Sci      untenured



OTHER (Institutions, dates, titles)

College of Staten Island 9/03-6/05 Deputy Chair

## 5. ACADEMIC AND PROFESSIONAL HONORS

**1981-83 Member, Editorial Board of the Journal of Community Psychology**

**1978-80 Chair, Task Force on Women in Community Psychology, Division 27, APA**

**1975 Invited participant, National Training Conference for Community Psychology at the University of Texas, Austin, Texas.**

**1966-69 Phi Beta Kappa, Psi Chi**

## 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>
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## 7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)

### PRINT AND ELECTRONIC

#### BOOKS

#### REFEREED ARTICLES

1988 Mulvey, A., D'Ercole, A. & Blair, R. (Eds.) Women in the community, Introduction. Journal of Community Psychology, 16.

#### CHAPTERS IN BOOKS

1995 Kupper-Smith, J., Blair, R. & Slotnick, R. Training undergraduates as co-leaders of multifamily counseling groups In: Ware, M.E. and Johnson, D. (Eds.) Handbook of demonstrations and activities in the teaching of psychology. Volume II Mahwah, N.J.

#### REFEREED PROCEEDINGS

1974 Blair, R. Residential priorities and acceptance of racial mixture. Convention proceedings for the Division of Personality and Social Psychology. 1974 APA Meetings. New Orleans, 333-335.

#### CREATIVE WORKS (Indicate juried, invited)

Blair, R. "The video connection" ...Using videotape to resolve generational conflict. Shown at the American Gerontological Meetings, 1977, American Sociological Meetings, 1976.

## 8. OTHER PUBLICATIONS

### PRINT AND ELECTRONIC

NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

NON-JURIED CREATIVE WORKS AND PERFORMANCES

BOOK REVIEWS

ABSTRACTS

**9. IN PROGRESS** (Optional)

**PRINT AND ELECTRONIC**

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

IN PREPARATION

**10. REVIEWS OF CANDIDATE'S WORK**

**11. CURRICULUM DEVELOPMENT**

Classes: Mentoring and Adolescent Development, Child in the Community Fieldwork,  
Community Psychology  
Internship Coordinator for the Psychology Department

**12. OTHER PROFESSIONAL ACTIVITIES**

ACTIVITIES AS REVIEWER

- 1996 Reviewer of a proposed Reader on the Psychology of Gender for Westview Press.  
1981-92 Referee of papers submitted for the annual APA meetings, Division 27  
1988 PSC-CUNY Research Award Program-reviewer of grant proposal in Women's  
Studies  
1981 Referee of papers submitted for the Eighth Annual Conference on Feminist Psychology

TECHNICAL REPORTS

PATENTS

CONSULTANCIES

LECTURES AND PAPERS PRESENTED

- 1991 Blair, R. & Koppersmith, J. Prevention/promotion pairing college and high school students to prevent drop-out and promote positive identity formation. 1991 APA Meetings, San Francisco.

- 1990 Blair, R. & Kuppersmith, J. Identifying resistances to safe sex in the age of AIDS: CR model. Paper presented at the Fifteenth National Conference, Association for Women in Psychology, Tempe, Arizona.
- 1989 Blair, R. & Kuppersmith, J. Facilitating attitude change toward sexual practice in the age of AIDS; a CR model. Paper presented at the Fourteenth National Conference, Association for Women in Psychology, Newport, Rhode Island.
- 1988 Blair, R. Adult survivors of incest and neglect. Paper presented at the Northeastern Community Psychology Conference, Pace University, NYC.
- 1984 Blair, R. Organizer and facilitator of panel. Feminist therapy as a vehicle for change. 1984 Women's Studies Association Conference, Brooklyn College.
- 1982 Blair, R. Community psychology meets wonder woman: the social ecology of employed mothers and role overload. Paper presented at the 1982 APA Meetings Division 27, Washington, DC.
- 1981 Blair, R. Role conflict in women: social supports and obstacles. Women, stress and coping symposium, 1981 EPA Meetings, NYC.
- 1980 Blair, R. An ecological approach to role conflict in women: a review. Paper presented at the 1980 Meetings, Division 27, Montreal.
- 1978 Blair, R., D'Ercole, Mamo, A., O'Connor, P., Green, B. and Mulvey, A. The representation of women in community psychology. Paper presented at the 1978 APA Meetings, Division 27, Toronto.

PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA,  
CURATORIAL ACTIVITIES

CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

### **13. RECORD OF TEACHING AT CSI (list courses taught)**

**Social-Cultural Foundations of Counseling (graduate)**

**Psychodynamic, Humanistic and Experiential Approaches to Counseling (graduate)**

**Mentoring and Adolescent Development**

**Psychotherapy**

**Group Dynamics**

**The Psychology of Women**

**Psychology Internship**

**Introductory Psychology**

**Developmental Psychology**

**Group Dynamics**

**Psychopathology**  
**Community Psychology**  
**Child in Community Fieldwork**  
**Freshman Workshop**  
**Psychological Tests and Measurements**

#### **14. RECORD OF SERVICE**

NATIONAL

COMMUNITY

CUNY

Volunteer Clinical Supervisor, Mental Health Clinic, Graduate Center, CUNY Clinical  
Psychology Doctoral Program

CSI

DEPARTMENT/PROGRAM

Spring, 2010 Co-Deputy Director, Masters in Mental Health Counseling  
Chair, Search Committee for the Deputy Director, Mental Health Counseling

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation 6/10/11

Signature \_\_\_\_\_

1. **NAME** Patricia J. Brooks

**CURRENT TITLE** Professor

**DEPARTMENT** Psychology

2. **RECOMMENDATION FOR** (check one)      **EFFECTIVE DATE** \_\_\_\_\_

\_\_\_\_\_ Initial appointment      \_\_\_\_\_ Third Reappointment      \_\_\_\_\_ Tenure  
\_\_\_\_\_ First Reappointment      \_\_\_\_\_ Fourth Reappointment      \_\_\_\_\_ Promotion to Associate Professor  
\_\_\_\_\_ Second Reappointment      \_\_\_\_\_ Fifth Reappointment with Tenure      \_\_\_\_\_ Promotion to Professor

3. **HIGHER EDUCATION**

**DEGREES**

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree &amp; Field</u>	<u>Conferred</u>
New York University	9/87-8/93	Ph.D. Psychology	9/93
		M.A. Psychology	5/91
The Johns Hopkins University	9/83-12/86	B.A. Psychology	5/87

4. **EXPERIENCE**

**TEACHING**

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	1/08-	Professor	FT	Psychology	tenured
Graduate Faculty of the City University of New York	1/08-	Professor	FT	Psychology	tenured
College of Staten Island	1/02-12/07	Associate Prof.	FT	Psychology	tenured
Graduate Faculty of the City University of New York	1/02-12/07	Associate Prof.	FT	Psychology	tenured
College of Staten Island	9/97-12/01	Assistant Prof.	FT	Psychology	
Graduate Faculty of the City University of New York	9/98-12/01	Assistant Prof.	FT	Psychology	
Carnegie Mellon University	1/95-5/95	Adjunct	PT	Psychology	
New York University	1/93-8/93	Adjunct	PT	Psychology	
Long Island University	1/93-5/93	Adjunct	PT	Psychology	

**OTHER**

<u>Institution</u>	<u>Dates</u>	<u>Title</u>
Emory University	9/95-8/97	Post-doctoral Research Associate
Carnegie Mellon University	9/93-8/95	Post-doctoral Research Associate

5. **ACADEMIC AND PROFESSIONAL HONORS**

2006      Presidential Research Award “An eye-tracking intervention study of sentence processing in children with Specific Language Impairment” awarded to **P. J. Brooks**. 4 credits reassigned time for research.

- 2005 Kempe, V. & **Brooks, P. J.** (2001). The role of diminutives in the acquisition of Russian gender: Can elements of child-directed speech aid in learning morphology? *Language Learning*, 51, 221-256, selected as one of four papers for *The Best of Language Learning Series: Grammatical Development in Language Learning* (Robert DeKeyser, Editor).
- 2002 Presidential Research Award “Linking vocabulary and grammar acquisition in adult language learners” awarded to **P. J. Brooks**. 4 credits reassigned time for research.

## 6. PEER REVIEWED GRANTS

- 2011 Teaching with Technology Mini-Grant “PSY100 Hybrid Initiative at the College of Staten Island” awarded to **P. J. Brooks**. Dates of support 6/2010-5/2011, \$1,999.40.
- 2011 Student-Faculty Research Technology Mini-Grant “Early gestural communication and social coordination in at-risk twins” awarded to **P. J. Brooks**. Dates of support 6/2010-5/2011, \$1,998.20.
- 2011 PSC-CUNY Award #64587-00 42 “Early gestural communication and social coordination among twins” awarded to **P. J. Brooks**. Dates of support 7/2011-6/2012, \$5,999.46.
- 2010 Language Learning Small Grant “Attention to prosodic features of an unfamiliar language in autism” awarded to B. O. Ploog and **P. J. Brooks**. Dates of support 6/2010-11/2011, \$10,000.
- 2009-10 PSC-CUNY Awards #62508-00 40, #63167-00 41 “Temporal processing, pitch discrimination, and pitch memory in children with autism” awarded to **P. J. Brooks**. Dates of support 7/2009-12/2011, \$6,187.89.
- 2009 Student-Faculty Research Technology Mini-Grant “Exploring individual differences in adult language learning” awarded to **P. J. Brooks**. Dates of support 3/2009-12/2009, \$2,746.58.
- 2008 Language Learning Small Grant #71232-00 01 “A microgenetic study of individual differences in adult language learning” awarded to **P. J. Brooks**. Dates of support 6/2008-5/2009, \$10,000.
- 2008 Student-Faculty Research Technology Mini-Grant “Does discovery-based instruction enhance learning? A meta-analysis” awarded to **P. J. Brooks**. Dates of support 1/2008-6/2008, \$1,995.
- 2007-8 PSC-CUNY Awards #69531-00 38, #61408-00 39 “A microgenetic study of individual differences in adult language learning” awarded to **P. J. Brooks**. Dates of support 7/2007-6/2009, \$8,800.
- 2006 CELT Mini-Grant “Undergraduate Research on Autism” awarded to **P. J. Brooks** and B. Ploog, Dates of Support 1/2006-7/2006. \$1,414.95.
- 2004 NIH SCORE Grant #41353-03 “Associative and Semantic Effects on Speech Production in Alzheimer’s Disease” awarded to K. Sailor and **P. J. Brooks**. Dates of support 9/04-8/07, \$105,000.
- 2003 CUNY Collaborative Incentive Grant #80209-02 10 “Uncovering deficits in conceptual access using a word production task in Alzheimer’s patients” awarded to K. Sailor and **P. J. Brooks**. Dates of support 11/03-10/05, \$100,000.
- 2003 PSC-CUNY Awards #65622-00 34, #66713-00 35 “Do diminutives in child-directed speech violate the mutual exclusivity bias?” awarded to **P. J. Brooks**. Dates of support 7/2003-6/2005, year 1: \$3,200, year 2: \$3,800.
- 2003 CELT Mini-Grant “Research in Child Language Development” awarded to I. Sekerina and **P. J. Brooks**. Dates of support 3/2003-9/2003. \$2,500.

- 2002 NATO Collaborative Linkage Grant #978585 “Does diminutive wordplay affect the timing and mechanisms of morphosyntactic development?” awarded to V. Kempe, N. Mironova, and **P. J. Brooks**. Dates of support 7/2002-6/2004, \$8,475.
- 2002 Language Learning Small Grant #75339-00-01 “Linking vocabulary and grammar acquisition in adult language learners” awarded to **P. J. Brooks**. Dates of support 6/2002-11/2003, \$10,000.
- 2001 NSF Grant #INT-0104503 “Cross-cultural and developmental perspectives on deduction and quantification” awarded to D. P. O’Brien and **P. J. Brooks**. Dates of support 7/2001-6/2004, \$78,000.
- 2001-2 PSC-CUNY Awards #63651-00 32, #64644-00 33 “Can child-directed speech facilitate word segmentation?” awarded to **P. J. Brooks**. Dates of support 7/2001-6/2003, year 1: \$4,521, year 2: \$4,785.
- 1999 NATO Collaborative Linkage Grant #975293 “The role of diminutives in the acquisition of Russian morphology” awarded to **P. J. Brooks**, O. Fedorova, and V. Kempe. Dates of support 7/1999-6/2001, \$6,669.
- 1999 Spencer Foundation Small Grant “The role of diminutives in Russian gender and case learning: Can child-directed speech facilitate the acquisition of inflectional morphology?” awarded to V. Kempe and **P. J. Brooks**. Dates of support 9/1999-2/2001, \$35,000.
- 1998 CUNY Collaborative Incentive Grant #991937 “Mental logic in children’s reasoning and discourse processing” awarded to D. P. O’Brien and **P. J. Brooks**. Dates of support 9/1998-8/2000, \$22,000.
- 1998 PSC-CUNY Award #668656 “Learning Russian” awarded to **P. J. Brooks**. Dates of support 7/1998-6/1999, \$5,000.
- 1998 NIH RO1HD35854-01 “Acquiring and constraining syntactic constructions in early language development” awarded to M. Tomasello (PI) and **P. J. Brooks** (co-I). Dates of support 1/1998-12/2000, \$292,652.

## 7. REFEREED PUBLICATIONS

### JOURNAL ARTICLES

- 2011 **Brooks, P. J.**, Kempe, V. & Donachie, A. Second language learning benefits from similarity in word endings: Evidence from Russian. *Language Learning*. In press.
- 2011 Aldrich, N., Tenenbaum, H., **Brooks, P. J.**, Harrison, K. & Sines, J. Perspective taking in children’s narratives about jealousy. *British Journal of Developmental Psychology*, 29 (1), 86-109.
- 2011 Alfieri, L., **Brooks, P. J.**, Aldrich, N. & Tenenbaum, H. Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103 (1), 1-18. Featured on-line in The Psych Files. <http://www.thepsychfiles.com/2010/12/episode-137-objectivity-and-the-scientific-impotence-excuse/>
- 2011 Kempe, V. & **Brooks, P. J.** Individual differences in adult second language learning: A cognitive perspective. *Scottish Languages Review*, Issue 23, 15-22.
- 2010 Kempe, V., **Brooks, P. J.** & Kharkhurin, A. Cognitive predictors of generalization of Russian grammatical gender categories. *Language Learning*, 60 (1), 127-153.
- 2009 Kempe, V., **Brooks, P. J.** & Christman, S. Inconsistent handedness is linked to more successful foreign language vocabulary learning. *Psychonomic Bulletin and Review*, 16, 480-485.

- 2009 Kempe, V., Seva, N., **Brooks, P. J.**, Mironova, N., Pershukova, A. & Fedorova, O. Elicited production of case-marking in Russian and Serbian children: Are diminutive nouns easier to inflect? *First Language*, 29, 147-165.
- 2009 Ploog, B. O., Banerjee, S. & **Brooks, P. J.** Attention to prosody (intonation) and content in children with Autism and typical children using spoken sentences in a computer game. *Research in Autism Spectrum Disorders*, 3 (3), 743-758.
- 2009 Sailor, K., **Brooks, P. J.**, Bruening, P. J., Seiger-Gardner, L. & Guterman, M. Exploring the time course of semantic interference and associative priming in the picture-word interference task. *Quarterly Journal of Experimental Psychology*, 62 (4), 789-801.
- 2009 Savickiene, I., Kempe, V. & **Brooks, P. J.** Acquisition of gender agreement in Lithuanian: Exploring the effect of diminutive usage in an elicited production task. *Journal of Child Language*, 36 (3), 477-494.
- 2008 Kempe, V. & **Brooks, P. J.** Second language learning of complex inflectional systems. *Language Learning*, 58 (4), 703-746.
- 2008 Seiger-Gardner, L. & **Brooks, P. J.** Effects of onset- and rhyme-related distractors on phonological processing in children with Specific Language Impairment. *Journal of Speech, Language and Hearing Research*, 51, 1263-1281.
- 2008 Tenenbaum, H. R., Alfieri, L., **Brooks, P. J.**, & Dunne, G. The effects of explanatory conversations on children's emotion understanding. *British Journal of Developmental Psychology*, 26 (2), 249-263.
- 2007 Kempe, V., **Brooks, P. J.**, Gillis, S., & Samson, G. Diminutives facilitate word segmentation in natural speech: Cross-linguistic evidence. *Memory and Cognition*, 35, 762-773.
- 2007 Kempe, V., **Brooks, P. J.**, Mironova, N., Pershukova, A. & Fedorova, O. Playing with word endings: Morphological variation in the learning of Russian noun inflections. *British Journal of Developmental Psychology*, 25, 55-77.
- 2007 Sekerina, I. A. & **Brooks, P. J.** Eye movements during spoken-word recognition in Russian children. *Journal of Experimental Child Psychology*, 98, 20-45.
- 2007 Seva, N., Kempe, V., **Brooks, P. J.**, Mironova, N., Pershukova, A. & Fedorova, O. Crosslinguistic evidence for the diminutive advantage: Gender agreement in Russian and Serbian children. *Journal of Child Language*, 34, 111-131.
- 2006 **Brooks, P. J.**, Kempe, V. & Sionov, A. The role of learner and input variables in learning inflectional morphology. *Applied Psycholinguistics*, 27, 185-209.
- 2005/2006 **Brooks, P. J.** & Sekerina, I. A. Shortcuts to quantifier interpretation in children and adults. *Language Acquisition*, 13(3), 177-206.
- 2005 Hanauer, J. B. & **Brooks, P. J.** Contributions of response set and semantic relatedness to cross-modal Stroop-like picture-word interference in children and adults. *Journal of Experimental Child Psychology*, 90, 21-47.
- 2005 Kempe, V., **Brooks, P. J.** & Gillis, S. Diminutives in child-directed speech supplement metric with distributional word segmentation cues. *Psychonomic Bulletin and Review*, 12(1), 145-151.
- 2003 **Brooks, P. J.**, Hanauer, J. B., Padowska, B. & Rosman, H. The role of selective attention in preschoolers' rule use in a novel dimensional card sort. *Cognitive Development*, 18, 195-215.



- 2003 Dias, M. G., Roazzi, A., O'Brien, D. P. & **Brooks, P. J.** "Se" na perspectiva da teoria da lógica mental: Estudos empíricos em crianças e em adultos. *Psychologica*, 32, 285-299. (in Portuguese)
- 2003 Hanauer, J. B. & **Brooks, P. J.** Developmental change in the cross-modal Stroop effect. *Perception & Psychophysics*, 65, 359-366.
- 2003 Kempe, V., **Brooks, P. J.**, Mironova, N. & Fedorova, O. Diminutivization supports gender acquisition in Russian children. *Journal of Child Language*, 30, 471-485.
- 2003 O'Brien, D. P., Roazzi, A., Athias, R., Dias, M. G., Brandão, M. C. & **Brooks, P. J.** The language of thought and the existence of a mental logic: Experimental investigations in the laboratory and in the field. *Psychologica*, 32, 263-284. (in English)
- 2003 Roazzi, A., O'Brien, D. P., Dias, M. G., Gouveia, E. L., & **Brooks, P. J.** Teoria da lógica mental: Origem e pressupostos. *Psychologica*, 32, 241-262. (in Portuguese)
- 2002 **Brooks, P. J.** & Zizak, O. Does preemption help children learn verb transitivity? *Journal of Child Language*, 29, 759-781.
- 2001 **Brooks, P. J.**, Hanauer, J. B. & Frye, D. Training three-year-olds in rule-based causal reasoning. *British Journal of Developmental Psychology*, 19, 573-595.
- 2001 Kempe, V. & **Brooks, P. J.** The role of diminutives in the acquisition of Russian gender: Can elements of child-directed speech aid in learning morphology? *Language Learning*, 51, 221-256. Reprinted (2005): *Language Learning*, 55, Supplement 1, 139-176. Also reprinted (2005): In R. M. DeKeyser (Ed.) *Grammatical development in language learning* (pp. 139-176). Malden, MA: Blackwell.
- 2000 **Brooks, P. J.** & MacWhinney, B. Phonological priming in children's picture naming. *Journal of Child Language*, 27, 335-366.
- 2000 Campbell, A. L., **Brooks, P.** & Tomasello, M. Factors affecting young children's use of pronouns as referring expressions. *Journal of Speech, Language, and Hearing Research*, 43, 1337-1349.
- 2000 Israel, M., Johnson, C. & **Brooks, P. J.** From states to events: The acquisition of English passive participles. *Cognitive Linguistics*, 11, 103-129.
- 1999 **Brooks, P. J.** & Tomasello, M. How children constrain their argument structure constructions. *Language*, 75, 720-738.
- 1999 **Brooks, P. J.** & Tomasello, M. Young children learn to produce passives with nonce verbs. *Developmental Psychology*, 35, 29-44.
- 1999 **Brooks, P. J.**, Tomasello, M., Dodson, K. & Lewis, L. Young children's overgeneralizations with fixed transitivity verbs. *Child Development*, 70, 1325-1337.
- 1998 **Brooks, P. J.**, Jia, X., Braine, M. D. S. & Dias, M. G. A cross-linguistic study of children's comprehension of universal quantifiers: A comparison of Mandarin Chinese, Portuguese, and English. *First Language*, 18, 33-79.
- 1998 Tomasello, M. & **Brooks, P. J.** Young children's earliest transitive and intransitive constructions. *Cognitive Linguistics*, 9, 379-395.
- 1998 Tomasello, M., **Brooks, P. J.** & Stern, E. Learning to produce passive utterances through discourse. *First Language*, 18, 223-237.

- 1997 Dias, M. G. & **Brooks, P. J.** The universal quantification of children. *Psicologia: Teoria e Pesquisa*, 13, 103-111.
- 1996 **Brooks, P. J.** & Braine, M. D. S. What do children know about the universal quantifiers 'all' and 'each'? *Cognition*, 60, 235-268.
- 1996 Frye, D., Zelazo, P. D., **Brooks, P. J.** & Samuels, M. C. Inference and action in early causal reasoning. *Developmental Psychology*, 32, 120-131.
- 1996 Samuels, M. C., **Brooks, P. J.** & Frye, D. Strategic game playing in children through the windows task. *British Journal of Developmental Psychology*, 14, 159-172.
- 1993 **Brooks, P. J.**, Braine, M. D. S., Catalano, L., Brody, R. E. & Sudhalter, V. Acquisition of gender-like noun subclasses in an artificial language: The contribution of phonological markers to learning. *Journal of Memory and Language*, 32, 76-95.
- 1993 Braine, M. D. S., **Brooks, P. J.**, Cowan, N., Samuels, M.C. & Tamis-LeMonda, C. The development of categories at the semantics/syntax interface. *Cognitive Development*, 8, 465-494.
- 1992 Sudhalter, V., Maranion, M. & **Brooks, P.** Semantic abilities of males with Fragile X syndrome. *American Journal of Medical Genetics*, 43, 65-71.
- 1990 Braine, M. D. S., Brody, R. E., **Brooks, P. J.**, Sudhalter, V., Ross, J., Catalano, L. & Fisch, S. M. Exploring language acquisition in children through the use of a miniature artificial language: Effects of item and pattern frequency, arbitrary subclasses, and correction. *Journal of Memory and Language*, 29, 591-610.

#### COMMENTARIES

- 2008 **Brooks, P. J.** & Ragir, S. Prolonged plasticity: Necessary and sufficient for language-ready brains. *Behavioral and Brain Sciences*, 31 (5), 514-515.
- 2006 Ragir, S. & **Brooks, P. J.** Language and life history: *Not* a new perspective. *Behavioral and Brain Sciences*, 29 (3), 296-297.
- 2006 Sekerina, I. A. & **Brooks, P. J.** Pervasiveness of shallow processing. *Applied Psycholinguistics*, 27, 84-88.
- 2004 **Brooks, P. J.** Grammatical competence is not a psychologically valid construct. *Journal of Child Language*, 31, 467-470.

#### CHAPTERS IN BOOKS

- 2010 **Brooks, P. J.** & Seiger-Gardner, L. The development of grammar. In B. B. Shulman & N. C. Capone (Eds.) *Language Development: Foundations, Processes, and Clinical Applications* (pp. 271-296). Boston: Jones & Bartlett Publishers.
- 2007 Kempe, V., **Brooks, P. J.** & Gillis, S. Diminutives provide multiple benefits for language acquisition. In I. Savickiene & W. U. Dressler (Eds.) *Acquisition of diminutives: A cross-linguistic perspective* (pp. 319-342). John Benjamins.
- 2004 O'Brien, D.P., Roazzi, A., Dias, M.G., Cantor, J.B., & **Brooks, P. J.** Violations, lies, broken promises, and just plain mistakes; The pragmatics of counterexamples, logical semantics, and the evaluation of conditional assertions, regulation, and promises in variants of Wason's selection task. In K.I. Manktelow (Ed.), *The psychology of reasoning: Historical and philosophical perspectives* (pp. 95-126). Hove, UK: Psychology Press.

- 2001 **Brooks, P. J.**, Braine, M. D. S., Jia, G. & Dias, M. G. Early representations for *all*, *each*, and their counterparts in Mandarin Chinese and Portuguese. In M. Bowerman & S. C. Levinson (Eds.), *Language acquisition and conceptual development* (pp. 316-339). Cambridge: Cambridge University Press.
- 1999 Tomasello, M. & **Brooks, P. J.** Early syntactic development: A construction grammar approach. In M. Barrett (Ed.), *The development of language* (pp. 161-189). Hove, UK: Psychology Press.
- 1995 Braine, M. D. S. & **Brooks, P. J.** Verb argument structure and the problem of avoiding an overgeneral grammar. In M. Tomasello & W. E. Merriman (Eds.), *Beyond names for things: Young children's acquisition of verbs* (pp. 353-376). Hillsdale, NJ: Erlbaum.

#### REFEREED PROCEEDINGS

- 2006 **Brooks, P. J.** & Sekerina, I. A. Shallow processing of universal quantification: A comparison of monolingual and bilingual adults. *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 2450). Mahwah, NJ: Erlbaum.
- 2006 Sekerina, I. A., **Brooks, P. J.** & Kempe, V. Gender transparency facilitates noun selection in Russian. *The Proceedings of the 14<sup>th</sup> Annual Workshop on Formal Approaches to Slavic Linguistics. The Princeton Meeting 2005*. Michigan Slavic Publications.
- 2006 Seva, N., Kempe, V. & **Brooks, P. J.** Inducing low-level schema extraction with artificial suffixes. *Proceedings of the 28th Annual Conference of the Cognitive Science Society* (pp. 2135-2140). Mahwah, NJ: Erlbaum.
- 2001 Kempe, V., **Brooks, P. J.** & Pirott, L. How can child-directed speech facilitate the acquisition of morphology? In M. Almgren, A. Barrena, M.-J. Ezeizabarrena, I. Idiazabal, & B. MacWhinney (Eds.), *Research on Child Language Acquisition: Proceedings of the 8th conference of the International Association for the Study of Child Language* (pp. 1237-1247). Medford, MA: Cascadilla Press.
- 1999 **Brooks, P. J.** & Tomasello, M. Learning the English passive construction. In B. Fox, D. Jurafsky, L. Michaelis (Eds.), *Cognition and function in language* (pp. 84-98). Stanford, CA: Center for the Study of Language and Information.
- 1998 **Brooks, P. J.** & Tomasello, M. How children avoid overgeneralization errors when acquiring transitive and intransitive verbs. In E. Clark (Ed.), *The Proceedings of the 29th Annual Child Language Research Forum* (pp. 171-179). Stanford, CA: Center for the Study of Language and Information.
- 1998 Kempe, V. & **Brooks, P. J.** Do diminutives facilitate the learning of Russian gender? *Proceedings of the 20th Annual Conference of the Cognitive Science Society* (pp. 1231). Mahwah, NJ: Erlbaum.
- 1996 Jia, X., **Brooks, P. J.** & Braine, M. D. S. A study of Chinese children's comprehension of universal quantifiers. In E. Clark (Ed.), *The Proceedings of the 27th Annual Child Language Research Forum* (pp. 167-173). Stanford, CA: Center for the Study of Language and Information. Reprinted (1997) in E. Clark (Ed.), *The Proceedings of the 28th Annual Child Language Research Forum* (pp. 1-11). Stanford, CA: Center for the Study of Language and Information.

#### 8. OTHER PUBLICATIONS

##### BOOK REVIEWS

- 1997 **Brooks, P. J.** The prosodic bootstrapping hypothesis: How distributional analyses of sound patterns in speech facilitate syntax acquisition. Review of J. L. Morgan & K. Demuth (Eds.) (1996), *Signal to syntax: Bootstrapping from speech to grammar in early acquisition*. Mahwah, NJ: Erlbaum. *Contemporary Psychology*, 42, 505-506. Reprinted (2004): *PsycCRITIQUES*.

- 1994 **Brooks, P. J.** Do children need universal grammar? A challenge to nativist accounts. Review of M. Tomasello (1992), *First verbs: A case study of grammatical development*. Cambridge: Cambridge University Press. *The American Journal of Psychology*, 107, 299-305.

## 9. **IN PROGRESS** **PRINT**

### IN PREPARATION

- 2011 Kempe, V. & **Brooks, P. J.** *Language Development*. London: Wiley-Blackwell. Book contract signed August, 2009.

### SUBMITTED FOR PUBLICATION

- 2011 **Brooks, P. J.**, Seiger-Gardner, L. & Sailor, K. Contrasting effects of associates and coordinates in children with and without language impairment: A picture-word interference study. Manuscript under review.
- 2011 Bruening, P. R., **Brooks, P. J.**, Alfieri, L., Kempe, V. & Dabasinskiene, I. Children's tolerance of word-form variability. Manuscript under revision.
- 2011 Kittler, P. M., **Brooks, P. J.**, Rossi, V., Karmel, B. Z., & Gardner, J. M. Neonatal intensive-care unit graduates show persistent difficulties in an intra-dimensional shift card sort. Manuscript under review.
- 2011 Ploog, B. O., Scharf, A., Nelson, D. & **Brooks, P. J.** Use of computer-assisted technologies (CAT) to enhance social, communicative, and language development in children with autism spectrum disorders. Manuscript under review.
- 2011 Moore, B., **Brooks, P. J.**, & Rabin, L. Developments in diachronic thinking, temporal cognition, and episodic memory in 5- to 10-year-old children. Manuscript under revision.
- 2011 Ragir, S. & **Brooks, P. J.** Prolonged human development, social life, and the language-ready brain. Manuscript under revision.
- 2011 Sailor, K., Albelda, V. & **Brooks, P. J.** The mediated semantic-interference effect: Evidence for competition in lexical access. Manuscript under revision.
- 2011 Sailor, K. & **Brooks, P. J.** Do part-whole relations produce facilitation in the picture-word interference task? Manuscript under revision.

## 10. **CURRICULUM DEVELOPMENT**

- 2008 – present Chair, Psychology Department Curriculum Committee  
 2007 – 2008 Department Representative, General Education Committee  
 1998 – 2007 Department Representative, College Curriculum Committee

## 11. **OTHER PROFESSIONAL ACTIVITIES**

- 2010 Organizer. "Best Practices in Developmental Disabilities." Event held at the Graduate Center of City University of New York, March 18, 2010.

### ACTIVITIES AS REVIEWER

#### National Agencies:

- National Science Foundation
- Social Sciences and Humanities Research Council of Canada

#### Book Proposals:

- Cambridge University Press

Oxford University Press

Journals:

British Journal of Developmental Psychology  
 British Journal of Educational Psychology  
 Child Development  
 Cognition  
 Cognitive Development  
 Cognitive Linguistics  
 Cognitive Science  
 Developmental Psychology  
 First Language  
 International Journal of Behavioral Development  
 Journal of Applied Developmental Psychology  
 Journal of Child Language  
 Journal of Cognition and Development  
 Journal of Experimental Child Psychology  
 Journal of Memory and Language  
 Journal of Semantics  
 Language Learning  
 Language Learning and Development  
 Lingua  
 Perception & Psychophysics  
 Psychological Bulletin  
 Psychological Science

Conferences:

2005 Society for Research in Child Development  
 2003 Society for Research in Child Development  
 2001 23rd Annual Conference of the Cognitive Science Society  
 2001 Society for Research in Child Development  
 2000 Proceedings of the IASCL-VIII International Congress for the Study of Child Language  
 2000 22nd Annual Conference of the Cognitive Science Society  
 1998 Conceptual Structure, Discourse and Language - IV  
 1998 International Conference on Infancy Studies

CONSULTANCIES

2000 Visiting Researcher at the Institute of Philology, Moscow State University, Moscow, Russia, January 2000.  
 1999 Visiting Professor in the Department of Psychology, Ph.D. program in Cognitive Psychology, Universidade Federal de Pernambuco, Recife, Brazil, May-June 1999.  
 1999 Visiting Researcher at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, January 1999.

CONFERENCE PRESENTATIONS

2011 Powers, K. L., Alfieri, L., Aldrich, N. J., Palladino, M. A. & **Brooks, P. J.** The effects of video games on information processing: A meta-analytic investigation. Poster presented at the annual meeting of the *American Educational Research Association*, April, 2011.  
 2011 Aldrich, N. & **Brooks, P. J.** Slow-mapping in children's acquisition of *all*. Paper presented at the biennial meeting of the *Society for Research in Child Development*, March-April, 2011.

- 2011 Powers, K. L., Alfieri, L., Aldrich, N. J., Palladino, M. A. & **Brooks, P. J.** A meta-analytic review of the effects of video game play on information processing. Poster presented at the biennial meeting of the *Society for Research in Child Development*, March-April, 2011.
- 2010 Valencia, O., Newmeyer, C., Rubiano, N., Adis, L., **Brooks, P. J.** & Seiger-Gardner, L. Phonological processing in preschool children with and without SLI. Poster presented at the *American Speech-Language-Hearing Association*, November 2010.
- 2010 Ploog, B. O., Scharf, A., Vlasikov, D., Gaja, P. & **Brooks, P.** Studying prosody in children with autism using a computer game. Poster presented at the *Association for Behavior Analysis International*, May 2010.
- 2010 Aldrich, N.J., Ismaili, L., Ragir, S., **Brooks, P.J.**, Karmel, B.Z., & Gardner, J.M. Early social coordination and communication among twins at risk for developmental delay. Poster presented at the Biennial Conference on *Human Development*, April 2010.
- 2010 Alfieri, L., **Brooks, P.J.**, Aldrich, N.J., & Tenenbaum, H.R. The limitations of discovery-based instruction. Poster presented at the Biennial Conference on *Human Development*, April 2010.
- 2010 Kempe, V., **Brooks, P. J.**, Marronaro, R. & Thoresen, J. Individual differences in the perception of a non-native tonal contrast. Poster presented at the University of Bristol Workshop on *Psycholinguistic Approaches to Speech Recognition in Adverse Conditions*, March 2010
- 2010 Aldrich, N.J., Ismaili, L., Melendez, V., Ragir, S., **Brooks, P.J.**, Karmel, B.Z., & Gardner, J.M. Twins at risk for developmental delay: Beneficial effects of early social coordination. Poster presented at the Annual Meeting of the *Eastern Psychological Association*, March 2010.
- 2010 Alfieri, L., **Brooks, P.J.**, Aldrich, N.J., & Tenenbaum, H.R. Does discovery-based instruction enhance learning? Paper presented at the Annual Meeting of the *Eastern Psychological Association*, March 2010.
- 2010 Marronaro, R., Kempe, V. & **Brooks, P.J.** Exploring gender differences in tone perception in adult English speakers. Poster presented at the Annual Meeting of the *Eastern Psychological Association*, March 2010.
- 2010 Ploog, B. O., Scharf, A., Vlasikov, D. Gaja, P. & **Brooks, P.J.** Attention to emotional tone of voice in speech perception in children with autism. Poster presented at the Annual Meeting of the *Eastern Psychological Association*, March 2010.
- 2010 Roca, C., Sailor, K., Syed, U., Wasserstein, P. & **Brooks, P.J.** Do part-whole relations produce facilitation in lexical access? Poster presented at the Annual Meeting of the *Eastern Psychological Association*, March 2010.
- 2009 **Brooks, P. J.**, Kempe, V. & Donachie, A. Individual differences in adult foreign language learning. Paper presented at the 50th Annual Meeting of *The Psychonomic Society*, November 2009.
- 2009 Kempe, V., **Brooks, P. J.** & Donachie, A. Diminutives are easier to learn than simplex nouns. Poster presented at the 50th Annual Meeting of *The Psychonomic Society*, November 2009.
- 2009 Aldrich, N., Tenenbaum, H., **Brooks, P. J.**, Harrison, K. & Sines, J. “*Now the big frog is sad. He thinks that he doesn’t care about him anymore*” Children’s attribution of perspectives and emotions to story characters and its relation to narrative ability during middle childhood. Poster presented at the biennial meeting of the *Cognitive Development Society*, October 2009.
- 2009 Alfieri, L., Aldrich, N. J., **Brooks, P. J.** & Tenenbaum, H. R. Defining successful discovery learning: What works, what doesn’t. Poster presented at the biennial meeting of the *Society for Research in Child Development*, April 2009.

- 2009 Aldrich, N. J., Melendez, V., Ragir, S., **Brooks, P. J.**, Karmel, B. Z., & Gardner, J. M. The emergence of social coordination and communication among twins. Poster presented at the biennial meeting of the *Society for Research in Child Development*, April 2009.
- 2009 Moore, B. A., **Brooks, P. J.**, & Rabin, L. A. Correlations among diachronic thinking and temporal cognition tasks in 5- to 10-year old children. Poster presented at the biennial meeting of the *Society for Research in Child Development*, April 2009.
- 2008 Newmeyer, C., Valencia, O., Seiger-Gardner, L., **Brooks, P. J.** & Sailor, K. Effects of coordinate- and associate-distractors on semantic processing in SLI. Poster presented at the *American Speech-Language-Hearing Association*, November 2008.
- 2008 Kempe, V., Thoresen, J. C. & **Brooks, P. J.** Norwegian toneme perception by nonnative speakers. Poster presented at the 49th Annual Meeting of *The Psychonomic Society*, November 2008.
- 2008 Aldrich, N., Tenenbaum, H., **Brooks, P.**, Harrison, K. & Sines, J. "He was angry. And I don't know why." Children's early understanding of complex emotion and its manifestation within storybook narration. Poster presented at the *XI International Congress for the Study of Child Language*, July 2008.
- 2008 Seiger-Gardner, L. & **Brooks, P. J.** Phonological priming in children with Specific Language Impairment: Evidence from the cross-modal picture-word interference paradigm. Poster presented at the *XI International Congress for the Study of Child Language*, July 2008.
- 2008 Ploog, B. O., Winder, J., Banerjee, S., Gelardi, D. & **Brooks, P.** An innovative computer game to study attention to linguistic and other stimuli in low functioning autistic children. Poster presented at the *Association for Behavior Analysis International*, May 2008.
- 2008 **Brooks, P. J.** Children's tolerance of word-form variability. Paper presented at *Princeton Workshop on Early Syntax*, April 2008.
- 2007 Kempe, V., Thoresen, J. C. & **Brooks, P. J.** Individual differences in foreign-language phoneme perception and production. Poster presented at the 48th Annual Meeting of *The Psychonomic Society*, November 2007.
- 2007 Seiger-Gardner, L., **Brooks, P. J.** & Cadavid, M. Semantic organization of the lexicon in children with Specific Language Impairment: Evidence from a repeated word association task. Poster presented at the *American Speech-Language-Hearing Association*, November 2007.
- 2007 Aldrich, N. J., Alfieri, L., **Brooks, P. J.** & Tenenbaum, H. R. Does discovery-based instruction enhance learning? A meta-analysis. Poster presented at the biennial meeting of the *Society for Research in Child Development*, March 2007.
- 2007 Bruening, P. R & **Brooks, P. J.** Children's tolerance of word-form variation. Poster presented at the biennial meeting of the *Society for Research in Child Development*, March 2007.
- 2006 Kempe, V., **Brooks, P. J.** & Christman, S. Gender modulates effects of hemispheric connectivity on verbal episodic memory. Poster presented at the 47th Annual Meeting of *The Psychonomic Society*, November 2006.
- 2006 **Brooks, P. J.** & Sailor, K. Effects of distractor modality on semantic interference and associative priming in the picture-word interference task. Poster presented at the 47th Annual Meeting of *The Psychonomic Society*, November 2006.

- 2006 Seiger, L., **Brooks, P. J.** & Cadavid, M. Effects of onset & rhyme-distractors on phonological processing in SLI. Poster presented at the *American Speech-Language-Hearing Association*, November 2006.
- 2006 Banerjee, S., Messina, M. **Brooks, P. J.** & Ploog, B. O. Exploring the perception of speech prosody in Autism. Poster presented at the *Society for Neuroscience*, October 2006.
- 2006 Seva, N., Kempe, V. & **Brooks, P.** How does the diminutive advantage in learning grammatical gender emerge? Comparing the performance of Serbian children and neural networks. Poster presented at the *12th Annual Conference on Architectures and Mechanisms for Language Processing*, August 2006
- 2006 **Brooks, P. J.** & Sekerina, I. A. Shallow processing of universal quantification: A comparison of monolingual and bilingual adults. Poster presented at the 28th Annual Conference of the *Cognitive Science Society*, July 2006.
- 2006 Seva, N., Kempe, V. & **Brooks, P. J.** Inducing low-level schema extraction with artificial suffixes. Poster presented at the 28th Annual Conference of the *Cognitive Science Society*, July 2006.
- 2006 **Brooks, P. J.**, Sailor, K., Bruening, P. R., Seiger, L., Guterman, M. Russo, S. & Nobles, K. Exploring the time course of associative priming and semantic interference in picture naming. Poster presented at the *Association for Psychological Science*, May 2006.
- 2006 Bruening, P. R. & **Brooks, P. J.** Children's comprehension of diminutives violates mutual exclusivity. Poster presented at the *Association for Psychological Science*, May 2006.
- 2006 Seiger, L., **Brooks, P. J.**, Sailor, K. & Bruening, P. R. Contrasting effects of semantic associates and coordinates in picture naming: A developmental study of cross-modal picture-word interference. Poster presented at the *CUNY Workshop on On-Line Methods in Children's Language Processing*, March 2006.
- 2005 Kempe, V. & **Brooks, P. J.** The effect of gender transparency on learning Russian case marking. Poster presented at the 46th Annual Meeting of *The Psychonomic Society*, November 2005.
- 2005 Kempe, V. & **Brooks, P. J.**, Mironova, N., Pershukova, A. & Fedorova, O. Playing with the ends of words: The effect of switching between simplex and diminutive forms of a noun on morphology acquisition in Russian. Paper presented at *IASCL-X International Congress for the Study of Child Language*, July 2005.
- 2005 Seiger, L., **Brooks, P. J.**, & Schwartz, R. G. Semantic processing during language production in typically developing children. Poster presented at *IASCL-X International Congress for the Study of Child Language*, July 2005.
- 2005 **Brooks, P. J.** How do children and adults acquire highly inflected languages? Paper presented at *Princeton Workshop on Early Syntax*, May 2005.
- 2005 Sekerina, I. A., **Brooks, P. J.** & Kempe, V. Gender transparency facilitates noun selection in Russian. Paper presented at *FASL-14 (Formal Approaches to Slavic Linguistics)*, May 2005.
- 2005 Kempe, V., Mironova, N., **Brooks, P. J.**, Pershukova, A. & Fedorova, O. Diminutives facilitate the acquisition of Russian noun morphology. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2005.
- 2005 Seva, N., Kempe, V. & **Brooks, P. J.** Serbian diminutives facilitate gender acquisition despite low frequency in child-directed speech. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2005.



- 2005 Sekerina, I. A., **Brooks, P. J.** & Kempe, V. Gender transparency facilitates noun selection in Russian. Poster presented at the 18<sup>th</sup> Annual CUNY Sentence Processing Conference, March 2005.
- 2004 **Brooks, P. J.** & Kempe, V. Culture-Fair IQ mediates vocabulary size effect in morphology learning. Poster presented at the 45th Annual Meeting of *The Psychonomic Society*, November 2004.
- 2004 Kempe, V., **Brooks, P. J.** & Gillis, S. Diminutives facilitate word segmentation in natural speech. Poster presented at the 45th Annual Meeting of *The Psychonomic Society*, November 2004.
- 2004 Kempe, V., **Brooks, P. J.** & Gillis, S. Diminutives provide multiple benefits for language acquisition. Paper presented at the 11th International Morphology Meeting, February 2004.
- 2003 Kempe, V., **Brooks, P. J.** & Gillis, S. Word segmentation benefits from diminutives exist in different languages. Poster presented at the 44th Annual Meeting of *The Psychonomic Society*, November 2003.
- 2003 **Brooks, P. J.** Cross-linguistic investigations show how child-directed speech might aid in language acquisition. Paper presented at the IV Congresso Brasileiro de Psicologia do Desenvolvimento, May 2003.
- 2003 **Brooks, P. J.**, O'Brien, D. P., Padowska, B., Roazzi, A. & Dias, M. G. Evidence from Brazilian and American children for the existence of a mental predicate logic. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2003.
- 2003 Hanauer, J. B., **Brooks, P. J.** & Bracco, D. F. Exploring executive components of development in the cross-modal Stroop effect. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2003.
- 2002 Kempe, V., Gillis, S. & **Brooks, P. J.** Diminutives aid in word segmentation. Poster presented at the 43th Annual Meeting of *The Psychonomic Society*, November 2002.
- 2002 **Brooks, P. J.** Use of the cross-modal Stroop effect to study the development of suppression mechanisms. Paper presented at IASCL-IX International Congress for the Study of Child Language, July 2002.
- 2002 **Brooks, P. J.**, Kempe, V., Fedorova, O. & Mironova, N. Word play in child-directed speech: The use of diminutives as a window to noun morphology. Poster presented at IASCL-IX International Congress for the Study of Child Language, July 2002.
- 2002 Cheung, S. & **Brooks, P. J.** Young children's acquisition of novel transitive and ergative Cantonese verbs. Poster presented at IASCL-IX International Congress for the Study of Child Language, July 2002.
- 2001 Kharkhurin, A., Kempe, V. & **Brooks, P. J.** How can vocabulary acquisition mediate working memory effects on grammatical category learning? Poster presented at the 42nd Annual Meeting of *The Psychonomic Society*, November 2001.
- 2006 Hanauer, J., **Brooks, P.**, Bracco, D., Colon, J., McLawrence, M. & Padowska, B. Executive and semantic components of the cross-modal Stroop effect. Poster presented at the 2nd Biennial Meeting of the *Cognitive Development Society*. October 2001.
- 2001 Fedorova, O., Mironova, N., **Brooks, P. J.** & Kempe, V. Gender acquisition in Russian children. Poster presented at *The 7th International Cognitive Linguistics Conference*. July 2001.
- 2001 **Brooks, P. J.** How children acquire and constrain their linguistic constructions. Invited lecture, University of Antwerp, Belgium. June 2001.

- 2001 **Brooks, P. J.**, Hanauer, J. B. & Rosman, H. Examining the effect of stimulus complexity on preschoolers' rule use using a novel dimensional card sort. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2001.
- 2001 **Brooks, P. J.** & Zizak, O. Does preemption help children learn verb transitivity? Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 2001.
- 2001 Kempe, V. & **Brooks, P. J.** & Kharkhurin, A. Exploring individual differences in adult second language learning. Poster presented at the *Workshop on Bilingualism and Brain Plasticity*, Trieste, Italy. March 2001.
- 2000 Fedorova, O., Mironova, N., Kempe, V. & **Brooks, P. J.** The role of diminutives in the acquisition of Russian noun morphology. Paper presented at the *All-Russian Conference on Psycholinguistics and Problems of First Language Acquisition*, November 2000.
- 2000 Hanauer, J. B. & **Brooks, P. J.** Developmental change in the cross-modal Stroop effect. Poster presented at the 41st Annual Meeting of *The Psychonomic Society*, November 2000.
- 2000 Kempe, V. & **Brooks, P. J.** Learning complex morphological paradigms. Poster presented at the 41st Annual Meeting of *The Psychonomic Society*, November 2000.
- 2000 Israel, M., Johnson, C. & **Brooks, P. J.** From states to events: The acquisition of English passive constructions. Paper presented at the Annual Meeting of the *Linguistic Society of America*, January 2000.
- 1999 Kempe, V. & **Brooks, P. J.** & Kharkhurin, A. Multiple determinants of individual differences in language learning. Poster presented at the 40th Annual Meeting of *The Psychonomic Society*, November 1999.
- 1999 **Brooks, P. J.** & Kempe, V. How can motherese facilitate the acquisition of morphosyntax? Poster presented at *IASCL-VIII International Congress for the Study of Child Language*, July 1999.
- 1999 **Brooks, P. J.** Can children restrict a universal quantifier to the noun it modifies? Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 1999.
- 1998 Kempe, V. & **Brooks, P. J.** Two routes to Russian: Individual differences in gender learning. Poster presented at the 39th Annual Meeting of *The Psychonomic Society*, November 1998.
- 1998 Kempe, V. & **Brooks, P. J.** Do diminutives facilitate the learning of Russian gender? Poster presented at the 20th Annual Conference of the *Cognitive Science Society*, August 1998.
- 1998 **Brooks, P. J.** & Hanauer, J. B. Training three-year-olds in causal reasoning. Poster presented at the 10th Annual Meeting of the *American Psychological Society*, May 1998.
- 1997 **Brooks, P. J.** & Tomasello, M. Young preschoolers' productivity with canonical constructions. Poster presented at *The 5th International Cognitive Linguistics Conference*, July 1997.
- 1997 Tomasello, M. & **Brooks, P. J.** Two and three-year-olds learn to produce passives with novel verbs. Paper presented at the third meeting of the *Conference on Conceptual Structure, Discourse, and Language (CSDL-III)*, May 1997.
- 1997 Akerman, D. W. S. & **Brooks, P. J.** Two- and three-year-olds learn to produce passive sentences in scaffolded discourse. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 1997.
- 1997 **Brooks, P. J.** & Akerman, D. W. S. Training 2- and 3-year-olds to produce passive sentences: The effects of discourse focus and verb-specific representations. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, April 1997.

- 1997 **Brooks, P. J.** & Tomasello, M. How children avoid overgeneralization errors when acquiring transitive and intransitive verbs. Poster presented at *The 29th Stanford Child Language Research Forum*, April 1997.
- 1995 **Brooks, P. J.** & MacWhinney, B. Phonological priming in children's picture naming. Poster presented at the 36th Annual Meeting of *The Psychonomic Society*, November 1995.
- 1995 Jia, X., **Brooks, P. J.** & Braine, M. D. S. A study of Chinese children's comprehension of universal quantifiers. Poster presented at the 7th Annual Meeting of the *American Psychological Society*, June 1995.
- 1995 Jia, X., **Brooks, P. J.** & Braine, M. D. S. A study of Chinese children's comprehension of universal quantifiers. Paper presented at *The 27th Stanford Child Language Research Forum*, April 1995.
- 1995 **Brooks, P. J.** & Braine, M. D. S. Children's acquisition of novel verbs and the disappearance of overgeneralization errors. Paper presented at the Biennial Meeting of the *Society for Research in Child Development*, March 1995.
- 1995 **Brooks, P. J.**, MacWhinney, B. & Evans, J. Phonological and semantic priming in children's picture naming. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, March 1995.
- 1994 **Brooks, P. J.** & MacWhinney, B. Phonological and semantic priming in children. Poster presented at the 35th Annual Meeting of *The Psychonomic Society*, November 1994.
- 1994 Samuels, M. C., Frye, D. & **Brooks, P. J.** Changes in the understanding of past beliefs and past states of identity between the ages of three and five. Paper presented at the 24th Annual Symposium of *The Jean Piaget Society*, June 1994.
- 1994 Samuels, M. C., Frye, D. & **Brooks, P. J.** Preschoolers' understanding of correspondences between past beliefs and states of the world. Poster presented at the 6th Annual Meeting of the *American Psychological Society*, June 1994.
- 1993 **Brooks, P. J.** What do children know about universal quantification? Paper presented at the annual meeting of the *New York Child Language Group*, April 1993.
- 1993 **Brooks, P. J.** What do children know about the universal quantifiers *all* and *each*? Paper presented at the 64th Annual Meeting of the *Eastern Psychological Association*, April 1993.
- 1993 Braine, M. D. S., **Brooks, P. J.**, Cowan, N. & Samuels, M. C. The development of categories at the semantics/syntax interface. Paper presented at the 64th Annual Meeting of the *Eastern Psychological Association*, April 1993.
- 1993 **Brooks, P. J.** & Samuels, M. C. Are three-year-olds capable of deception? Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, March 1993.
- 1993 Samuels, M. C. & **Brooks, P. J.** Strategic game playing in children: The "windows task" revisited. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, March 1993.
- 1991 Sudhalter, V., **Brooks, P.** & Maranion, M. Semantic abilities of males with Fragile X syndrome. Paper presented at *X-Linked Mental Retardation 5*, August 1991.
- 1991 Sudhalter, V., **Brooks, P.** & Maranion, M. Semantic abilities of males with Fragile X syndrome. Poster presented at the *24th Annual Gatlinburg Conference on Research and Theory in MR/DD*, May 1991.

- 1991 **Brooks, P. J.** What do children know about universal quantifiers? Paper presented at the Biennial Meeting of the *Society for Research in Child Development*, April 1991.
- 1991 **Brooks, P. J.,** Braine, M. D. S., Brody, R. E., Catalano, L., Sudhalter, V. & Utakis, S. Acquisition of gender-like noun subclasses in an artificial language: The contribution of phonological markers to learning. Paper presented at the 62nd Annual Meeting of the *Eastern Psychological Association*, April 1991.

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

Association for Psychological Science  
 Cognitive Development Society  
 Cognitive Science Society  
 International Association for the Study of Child Language  
 The Linguistic Society of America  
 The Psychonomic Society, Associate  
 Society for Research in Child Development

#### 12. RECORD OF TEACHING

##### UNDERGRADUATE COURSES

PSY100 Psychology (Introductory)  
 PSY201 Foundations of Psychological Research  
 PSY242 Developmental Psychology  
 PSY288 Cognitive Psychology  
 PSY330 Experimental Psychology: Cognition & Perception  
 PSY342 Language Development

##### GRADUATE COURSES

U738 Cognitive Psychology  
 U748 Language Development  
 U752 Language and Thought  
 U801 Language and Thought in Development

#### 13. RECORD OF SERVICE

##### CUNY

- 2010 – present Member, Executive Committee, Ph.D. Program in Developmental Psychology
- 2011 Member, Admissions Committee, Ph.D. Program in Developmental Psychology
- 2011 Faculty Advisor of Naomi Aldrich, Ph.D. candidate in Developmental Psychology at the Graduate Center of City University of New York.
- 2011 Faculty Advisor of Kasey Powers, Ph.D. candidate in Developmental Psychology at the Graduate Center of City University of New York.
- 2011 Faculty Advisor of Anthoula Poulakos, Ph.D. candidate in Developmental Psychology at the Graduate Center of City University of New York.
- 2011 Faculty Advisor of Ozlem Yuksel Sokmen, Ph.D. candidate in Developmental Psychology at the Graduate Center of City University of New York.
- 2011 Dissertation Committee Member of Diana Almodovar, Ph.D. candidate in Speech and Hearing Sciences at the Graduate Center of City University of New York.

- 2010 Dissertation Reader of Joel Salon, Ph.D. in Developmental Psychology at the Graduate Center of City University of New York.
- 2010 Faculty Advisor of Louis Alfieri, Ph.D. in Cognition, Brain & Behavior at the Graduate Center of City University of New York.
- 2010 Faculty Advisor of Paul Bruening, Ph.D. in Cognition, Brain & Behavior at the Graduate Center of City University of New York.
- 2010 Faculty Advisor of Brandy Moore, Ph.D. in Developmental Psychology at the Graduate Center of City University of New York.
- 2006 Dissertation Committee Member of Akiko Fuse, Ph.D. in Experimental Psychology at the Graduate Center of City University of New York.
- 2005 Dissertation Committee Member of Harper Bailey, Ph.D. in Developmental Psychology at the Graduate Center of City University of New York.
- 2005 Dissertation Research Advisor of Julie B. Hanauer, Ph.D. in Clinical Neuropsychology at the Graduate Center of City University of New York.
- 2004 Dissertation Reader of Liat Seiger, Ph.D. in Speech and Hearing Sciences at the Graduate Center of City University of New York.
- 2003 Dissertation Committee Member of Rachel Marsh, Ph.D. in Experimental Psychology at the Graduate Center of City University of New York.
- 1999 Dissertation Reader of Daisy Edmondson, Ph.D. in Developmental Psychology at the Graduate Center of City University of New York.
- 1999 Dissertation Committee Member of Lea Kessler Shaw, Ph.D. in Developmental Psychology at the Graduate Center of City University of New York.

### CSI

- 2010 – 2011 Member, Faculty Senate and College Council
- 2010 – 2011 Member, Organizing Committee for the 10<sup>th</sup> Annual CSI Undergraduate Research Conference
- 2009 – 2010 Member, Organizing Committee for the 9<sup>th</sup> Annual CSI Undergraduate Research Conference
- 2009 Member, Dean of Humanities and Social Sciences Search Committee
- 2008 – 2009 Member, Organizing Committee for the 8<sup>th</sup> Annual CSI Undergraduate Research Conference
- 2008 – present Member, Student Technology Fee Advisory Committee
- 2008 – 2009 Member, Linguistics Search Committee, Department of English
- 2008 Member, IRB/IACUC Administrator Search Committee
- 2007 – 2008 Member, General Education Committee
- 2007 – 2008 Co-Chair, Organizing Committee for the 7<sup>th</sup> Annual CSI Undergraduate Research Conference
- 2007 – present Member, Faculty Advisory Committee for the Verrazano School
- 2007 Member, Director of Office of Grants and Research Search Committee
- 2006 – 2008 Faculty Mentor, FIRST - Title III Program
- 2006 – present Member, Faculty Advisory Committee on Research Technology
- 2006 – 2007 Member, Organizing Committee for the 6<sup>th</sup> Annual CSI Undergraduate Research Conference
- 2006 Member, Early Childhood Education Search Committee, Department of Education
- 2001 Member, Linguistics Search Committee, Department of English
- 2000 Committee member, Jeannette K. Watson Summer Fellowship Program
- 2000 Member, Literacy Studies / Teacher Education Search Committee, Department of Education
- 1999 – present Faculty, MA Program in Neuroscience and Developmental Disabilities.

**DEPARTMENT/PROGRAM**

2007 – 2009	Member, Counseling Psychologist Search Committee
2005 – 2011	Member, Departmental Appointments Committee
2006 – 2007	Member, Writing Across the Curriculum Study Group
2003 – 2004	Chair, Developmental Psychologist Search Committee
2003	Member, Community-Clinical/Applied Social Psychologist Search Committee
2002	Member, Social Psychologist Search Committee
2001	Chair, Cognitive Psychologist Search Committee
2001	Member, HEA Search Committee
1998	Member, Social / Feminist Psychologist Search Committee

September, 2011

The College of Staten Island/CUNY

**CURRICULUM VITAE**

Date of preparation September 08, 2011

Signature \_\_\_\_\_

1. **NAME** Florette Cohen

**CURRENT TITLE** Assistant Professor    **DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one)    **EFFECTIVE DATE** September 1, 2011

Initial appointment     Third Reappointment     Tenure  
 First Reappointment     Fourth Reappointment     Promotion to Associate Professor  
 Second Reappointment     Fifth Reappointment with Tenure     Promotion to Professor  
 Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

Rutgers University	2005-2008	Ph.D. Psychology	2008
		Social Psychology	
		Personality	
		Industrial Organization	
Rutgers University	2003-2005	M.S. Psychology	2005
		Major: Social Psychology	
		Minor: I/O	
CUNY Brooklyn College	2000-2003	B.S. Psychology	2003
		Major: Psychology	
		Minor: Philosophy	

#### 4. EXPERIENCE

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island Rutgers University	2008-Present	Assistant Professor	FT	Psychology	Tenure Track
	2003-2008	Teaching Assistant/ Adjunct Professor	PT	Psychology	NO
Hillel Yeshiva HS	2005-2008	Teacher	PT	Science	NO

#### 5. ACADEMIC AND PROFESSIONAL HONORS

##### HONOR SOCIETIES

PHI BETA KAPA  
Psi Chi  
Honors Academy at Brooklyn College

##### AWARDS (POST GRAD)

2010 SPSSI (Society for the Psychological Study of Social Issues) Gordon Allport Prize Finalist

#### 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

##### GRANTS PENDING

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>
National Science Foundation	The Modern Anti-Semitism Israel Model	\$772,658 (Collaborative with Lee Jussim)	Direct	July 15, 2011	PI
Russell Sage Foundation	The Effects of the Great Recession on Anti-Semitism	\$175,000 (Collaborative with Lee Jussim)	Direct	August 11, 2011	PI

##### GRANTS AWARDED

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>
PSC CUNY Grant	The Effects of Reminders	\$3600	Direct	January 20, 2011	PI



	of Death on Ethnic Prejudice in the Middle East				
PSC CUNY Grant	The Italian American National Stereotype Study	\$3600	Direct	November 30, 2008	PI
SPSSI (Society for the Psychological Study of Social Issues)	The NASI: The New Anti-Semitism Israel Model	\$1000	Direct	October 1, 2007	PI

**7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

**PRINT**

**BOOKS**

Baum, S.K, Cohen, F., and Rensmann, L. (Eds.). *Antisemitism in North America: Theory, Research and Methodology*. (Proposal accepted for publication on August 31, 2011—anticipated publication December 2013). Boston, MA: Brill.

**REFEREED ARTICLES**

Cohen, F. & Solomon, S. The politics of mortal terror. *Current Directions in Psychological Science*. (In Press). 16 pages.

Cohen, F. (In Press). The psychology of family economics. *Clio's Psyche: The Psychodynamics of Changing Family Relationships* (2011). 4 pages

Crawford, J. T., Jussim, L., Cain, T. R., and Cohen, F. Right-Wing Authoritarianism and Social Dominance Orientation Differentially Predict Biased Judgments of Media Reports. (2011). *Journal of Applied Social Psychology*, 38 pages.

Cohen, F. The Mufti: Documentary or Counter-Propaganda? *Journal for the Study of Anti-Semitism*. (2011). 2, 505-508.

Cohen, F., Jussim, L., Bhasin, G., & Salib, E. The new anti-Semitism Israel model: Real world evidence and experimental tests. *Conflict and Communication On-Line*, (2011), 10, 1-16.

Cohen, F., Sullivan, D., Solomon, S., Greenberg, J. & Ogilvie, D.M. Finding Everland: Flight Fantasies and the Desire to Transcend Mortality. *Journal of Experimental Social Psychology*, (2011). 47, 88-102.

Cohen, F. A modern take on classic anti-Semitism. *Clio's Psyche: The Psychology of Anti-Semitism and Philo-Semitism*, (2010). 17, 195-200.

- Cohen, F. A Jew in Hitler's Bunker: A psychological analysis of "My Fuhrer: The Truly Truest Truth About Adolf Hitler." *Journal for the Study of Anti-Semitism*, (2010). 2, 241-244.
- Greenberg, J., Kosloff, S., Solomon, S., Cohen, F., & Landau, M.J. Toward understanding the fame game: The effect of mortality salience on the appeal of fame. *Self and Identity*. (2010). 9, 1-18. 1529-8868 print.
- Cohen, F., Jussim, L., Harber, K, and Bhasin. Modern Anti-Semitism and Anti-Israeli Attitudes. *Journal of Personality and Social Psychology*. (2009). 97(2), 290-306.
- Arndt, J., Cox, C.R., Goldenberg, J.L., Vess, M., Routledge, C., Cooper, D.P., & Cohen, F. Blowing in the (Social) Wind: Implications of Extrinsic Esteem Contingencies for Terror Management and Health. *Journal of Personality and Social Psychology*. (2009). 96(6), 1191-1205.
- Greenberg, J., Kosloff, S., Solomon, S., Cohen, F., & Landau, M.J. Toward understanding the fame game: The effect of mortality salience on the appeal of fame. *Self and Identity*. (2008). 1529-8876 online.
- Ogilvie, D.M., Cohen, F., and Solomon, S. The Undesired Self: Deadly Connotations. *The Journal of Personality*, (2008). 42, 564-576.

## CHAPTERS IN BOOKS

- Solomon, S., Greenberg, J., Pyszczynski, T., Cohen, F., & Ogilvie, D. Teach these souls to fly: Supernatural as human adaptation. *Evolution, culture, and the human mind*. Schaller, M., Norenzayan, A., Heine, S., Yamagishi, T., & Kameda, T. (eds). (2010) pp. 99-118. New York, NY US: Psychology Press.
- Jussim, L., Cain, T., Crawford, J., Harber, K., & Cohen, F. The unbearable accuracy of stereotypes. In *The Handbook of Prejudice, Stereotyping, and Discrimination*. Nelson, T. (Ed.). (2009). New York: Psychology Press.
- Pyszczynski, T., Abdollahi, A., Solomon, S., Greenberg, J., Cohen, F., & Weise, D. Mortality salience, martyrdom, and military might: The Great Satan versus the Axis of Evil. Reprinted in J. Victoroff & A. W. Kruglanski (Eds). *Psychology of Terrorism: The Best Writings about the Mind of the Terrorist*. (2008). New York: Psychology Press.
- Solomon, S., Cohen, F., Greenberg, J., & Pyszczynski, T. Knocking on Heaven's Door: The Social Psychological Dynamics of Charismatic Leadership. In Goethals, G.R., Forsyth, D., & Hoyt, C. (eds), *Social Psychology and Leadership*, (2008). p. 45-61. Westport, CT: Praeger Perspectives.

## 8. OTHER PUBLICATIONS

N/A

**9. IN PROGRESS** (Optional)**PRINT****MANUSCRIPTS UNDER REVIEW:**

Cohen, F. Experimental Models of Antisemitism. In Baum, S.K, Cohen, F., and Rensmann, L. (Eds.). *Antisemitism in North America: Theory, Research and Methodology*. Boston, MA: Brill, 30 pages.

Cohen, F. & Solomon S. Fatal Detraction: Mortality salience decreases Americans' support for the Ground Zero Mosque. *Psychological Science*, 6 pages.

**MANUSCRIPTS IN PREPARATION**

Cohen, F. The new anti-Semitism: An empirical study 2.

Cohen, F., Glushakow, J. Aiello, J., and Grodkiewicz, J.P. Charity as a prelude to the afterlife: The effect of subtle reminders of death on Christians' charitable donations.

Cohen, F., Salib, E. & Saker, H. Prejudice against the hijab.

Cohen, F., Stevens, S.T., Solomon, S., & Jussim, L. The effects of racism, sexism and agism on political preferences.

Cohen, F., Stevens, S.T., Solomon, S., & Jussim, L. The effects of mortality salience and media images on political preferences in the 2008 United States' Presidential Election.

Jussim, L., Phelan, J.E., Walker, R., Heavens, S., Freyberg, R., Cain, T.R., Cohen, F., and Crawford, J.T. The Political Correctness Scale: Causes, Correlates, and Consequences of Lying to Appear Unprejudiced. 57 pages.

**10. REVIEWS OF CANDIDATE'S WORK**

N/A

**11. CURRICULUM DEVELOPMENT****NEW COURSE OR PROGRAM DESIGN:**

PSY266—Statistics/SPSS ( New Lab Component)

PSY280—Psychological Perspectives on Religion (Revived course)

PSY350—Prejudice and Social Identity (Revived course)

## 12. OTHER PROFESSIONAL ACTIVITIES

### EDITORIAL BOARDS

*Journal for the Study of Anti-Semitism*

### ACTIVITIES AS REVIEWER

*American Journal of Media Psychology*

*Basic and Applied Social Psychology*

*Conflict and Communication On-Line*

*Group Processes and Intergroup Relations*

*Journal of Applied Social Psychology*

*McGraw-Hill Psychology Texts*

### INVITED SYMPOSIA AND GUEST LECTURES

Cohen, F. Experimental research methods in social psychology: The politics of terror. Presented at Columbia University Teachers College Seminar Series, March, 2011, New York, NY.

Cohen, F. Understanding anti-Semitism on college campuses. Presented at the annual meeting of the Journal for the Study of Anti-Semitism, October, 2010, New York, NY.

Cohen, F. Anti-Semitism and anti-Israeli attitudes: Empirical studies. Talk presented at the Yale Initiative for the Interdisciplinary Study of Anti-Semitism (YIISA) seminar series entitled "Anti-Semitism in Comparative Perspective," December 3, 2009, Yale University, New Haven, Connecticut.

### LECTURES AND PAPERS PRESENTED

Cohen, F. The Anti-Semitism anti-Israel connection. Talk to be presented at the annual meeting of the International Society of Political Psychology (ISPP), July, 2011, Istanbul, Turkey.

Cohen, F. Modern Anti-Semitism: An Empirical review. Talk presented at the annual meeting of the International Society of Political Psychology (ISPP), July, 2010, San Francisco, California.

Cohen, F., Jussim, L., Harber, K., Bhasin, G. The New Anti-Semitism Israel Model. Paper presented at the annual meeting of the Eastern Psychological Association, March, 2010, Brooklyn, NY.

Cohen, F., Jussim, L., Harber, K., Bhasin, G. The Anti-Semitism Israel Model. Poster presented at the annual meeting of the Society for Personality and Social Psychology, January, 2010, Las Vegas, NV.

Cohen, F., Jussim, L., Harber, K., Bhasin, G. The Effects of Reminders of Death on Anti-Semitism. Poster presented at the annual meeting of the Association for Psychological Science, May, 2009, San Francisco, CA.

Cohen, F., Stevens, S.T., Solomon, S., Jussim, L. The effects of mortality salience and media on the 2008 Presidential Election. Poster presented at the annual meeting of the Association for Psychological Science, May, 2009, San Francisco, CA.

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association  
 Association for Psychological Science  
 Eastern Psychological Association  
 International Society of Political Psychology  
 Society for the Psychological Study of Social Issues  
 Society for Personality and Social Psychology

### 13. RECORD OF TEACHING AT CSI (list courses taught)

#### Spring 2012:

PSY334—Experimental Psychology: Social & Personality

#### Fall 2011:

PSY201—Research in Psychology

#### Spring 2011:

PSY201— Research in Psychology

#### Fall 2010:

PSY201—Research in Psychology (2 sections)

#### Spring 2010:

PSY201—Research in Psychology  
 PSY280—Psychological Perspectives on Religion

#### Fall 2009:

PSY334—Experimental Psychology: Social & Personality  
 PSY350—Prejudice & Social Identity

#### Spring 2009:

PSY100—Intro Psychology  
 PSY266—Statistics

#### Fall 2008:

PSY100—Intro Psychology  
 PSY266—Statistics

## MENTORING

CSI Undergraduates Honors Thesis Supervision:

2011-2012: Marcy Carr. Percussive Music and its Effects on Anxiety and Depression.

2011-2012: Katrina Hannon. Testing the Theory Ephemeral Gain: An empirical study.

2011-2012: Ann Mackey. Anti-Semitism as an expression of latent guilt.

2011-2012: Mirette Misak. Emotional Intelligence as a predictor of academic performance.

2011-2012: Mellisa Solomon. Personality factors predict risk seeking behaviors.

2010-2011: Carla Mussachio. Stereotypes of the Israeli-Palestinian conflict.

2010-2011: Hebba Saker. Mortality salience and prejudice against women who wear the hijab.

2010-2011: Benjamin Silfen. Stereotypes of undergraduate college majors.

2010-2011: Elias Taweel. The psychology of the Middle East conflict.

2009-2010: David Danischewski. Mortality Salience and Religiosity as Predictors of an Increased Desire in Catholics to Receive Penance and Holy Communion.

2009-2010: Esther Kabalkin. Mortality Salience and Ego Resiliency.

2009-2010: Keith Miller. Pairing Cognitive and Personality Factors for Predicting Academic Performance.

2009-2010: Victoria Porcell. Comparative Analysis: Attachment Patterns and Bases of Self-Worth in Males and Females of Intact and Non-intact Families.

2009-2010: Steven Serrano. An Exposure to Information Study of Cognitive Dissonance.

## 14. RECORD OF SERVICE

### COMMUNITY

2006-Present Newsletter Editor for Sephardic Bikur Holim of Deal

### CUNY

#### CSI:

2011-2012 Psychology Dept. Representative at CSI Dean's List Ceremony

2009-Present Undergraduate Curriculum Committee Psychology Dept. Representative

2008-Present Psychology Dept. Library Liaison

2008-2009 Undergraduate Curriculum Committee Alternate Psychology  
Representative  
2008-2009 Psychology Dept. Representative at CSI Open House  
2008-2009 PSC Psychology Representative

#### DEPARTMENT/PROGRAM

##### CSI/Psychology:

2010-2011 Faculty Position Search Committee Member  
2008-Present Chair Subject Pool Committee  
2008-Present Outcomes Assessment Committee Member

February 2010

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation \_\_\_\_\_ 2/3/2010 \_\_\_\_\_

Signature \_\_\_\_\_

1. **NAME**  Peter Costa

**CURRENT TITLE**  Lecturer  **DEPARTMENT**  Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one) **EFFECTIVE DATE**  9/1/2009

Initial appointment  Third Reappointment  Tenure

First Reappointment  Fourth Reappointment  Promotion to Associate Professor

Second Reappointment  Fifth Reappointment with Tenure  Promotion to Professor

Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

BA in English – Iona College – 1968

MA in American Studies Fairfield University – 1973

Certificate of Advanced Study in School Psychology – Fairfield University – 1986

ED.D School Psychology – University of Sarasota - 1991

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	2009 – present	Lecturer	FT	Psychology	N/A
CSI	1995 – Present	Adjunct	PT	Psychology	N/A
OTHER (Institutions, dates, titles)					
Mercy College	1986 – 1996	Instructor	PT	Psychology	Adjunct

5. **ACADEMIC AND PROFESSIONAL HONORS**

6. **PEER-REVIEWED GRANTS (Indicate pending or awarded)**

Funding Agency Title of Proposal Amount Direct vs. Total Date Submitted PI or Co-PI



7. **REFEREED PUBLICATIONS** (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)
8. **OTHER PUBLICATIONS**

9. **IN PROGRESS** (Optional)

10. **REVIEWS OF CANDIDATE'S WORK**

11. **CURRICULUM DEVELOPMENT**

NEW COURSE OR PROGRAM DESIGN

PSY 525 Forensic Psychology

12. **OTHER PROFESSIONAL ACTIVITIES**

CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

- American Psychological Association
- National Association of School Psychologists
- American College of Forensic Psychology

13. **RECORD OF TEACHING AT CSI (list courses taught)**

**PSY 100 Introduction to Psychology**

**PSY 201 Foundation of Psychological Research**

**PSY 202 Psychopathology**

**PSY 242 Developmental Psychology**

**PSY 352 History and Systems of Psychology**

**PSY 525 Forensic Psychology**

**PSY 721 Cognitive/Behavioral Approaches to Psychotherapy**

**EDD 610 Adolescent Development and Learning**

**EDD 611 Advanced Educational Psychology**

**EDD 613 Childhood Psychology**

**EDD 630 Educational Seminar I**

**EDD 631 Educational Seminar II**

14. **RECORD OF SERVICE**

NATIONAL

COMMUNITY

CUNY

CSI

DEPARTMENT/PROGRAM  
2009 – present, Member, Outcomes Assessment Committee

**CHAIRPERSON’S REPORT**

**STUDENT EVALUATIONS**

**RECORD AT CUNY**

<u>College</u>	<u>Dates</u>	<u>Rank</u>	<u>Salary</u>
College of Staten Island	2009 – present	Lecturer	

V Template, November 2007

June 2011

The College of Staten Island/CUNY

**CURRICULUM VITAE**

Date of preparation 6/1/11

Signature \_\_\_\_\_

1. **NAME** Kathleen M. Cumiskey

**CURRENT TITLE** Associate Professor

**DEPARTMENT** Psychology & Women, Gender & Sexuality Program

2. **RECOMMENDATION FOR** (check one)      **EFFECTIVE DATE** \_\_\_\_\_

- Initial appointment       Third Reappointment       Tenure
- First Reappointment       Fourth Reappointment       Promotion to Associate Professor
- Second Reappointment       Fifth Reappointment with Tenure       Promotion to Professor

3. **HIGHER EDUCATION**

**DEGREES**

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree &amp; Field</u>	<u>Conferred</u>
Graduate Center- City University of New York Hunter College - CUNY	9/94 - 8/03	Ph.D. Psychology	9/03
Douglass College- Rutgers U.	9/88-12/92	M.A. Psychology B.A. Psychology/ Women's Studies	5/99 1/93

4. **EXPERIENCE**

**TEACHING**

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
CUNY – CSI	1/11 – present	Assoc. Prof	FT	Psychology	Tenured
CUNY – CSI	9/08 – 12/10	Asst. Prof	FT	Psychology	Tenured
CUNY – CSI	9/03 – 5/08	Asst. Prof.	FT	Psychology	Untenured
CUNY – CSI	9/02 – 5/03	Sub. Lecturer	FT	Psychology	N/A
CUNY – CSI	9/01 – 8/02	Adjunct	PT	Psychology	N/A

**OTHER**

<u>Institution</u>	<u>Dates</u>	<u>Title</u>	<u>Department</u>
CUNY- CSI	9/99 – 5/01	Writing Fellow	Psychology
CUNY – Hunter College	Fall 1998	Co-Facilitator	Psychology

5. **ACADEMIC AND PROFESSIONAL HONORS**

- 2009-2010      Provost Initiative for Community Outreach: “COR through Service”, CSI. Summer stipend awarded.
- 2008            NSF Grant Writing Assistance Program, Gender Equity Project, Hunter College, CUNY. 4 credits of reassigned time.

2004 CSI -Staten Island Project, participant, "Pathways to the Empowerment of At-Risk Youth on Staten Island: Public Housing and Public Education". 3 credits of reassigned time.

## 6. PEER REVIEWED GRANTS (in-brief)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI/Co-PI</u>
PSC-CUNY	Award #PSCREG-41-1106: "Does Public Mobile Phone Use Lead to Increased Risk-taking? The role of deindividuation and the social facilitation of remote others"	\$6000		10/15/2009 (awarded)	PI
NSF	"Does Public Mobile Phone Use Lead to Risk-Taking?"	\$172,666	\$67,469	1/15/2009 (not awarded)	PI
CSI-CAB	"Outside the Box: Transgressing Gender Expectations through Film"	\$1,500		11/15/2007 (awarded)	
PSC-CUNY	Award #PSCREG-39-552 : "Mobile Symbiosis: A pre-cursor to risk-taking?"	\$4,990		10/15/2007 (awarded)	PI
Amer.Assoc. of Univ. Women	Educational Foundation, Campus Action Project: "How to Be Ms. Independent, What Women Need for an Economically Secure Future"	\$5000		10/15/2006 (awarded)	PI
CSI-PDC	"Equal Pay Day Poetry Slam featuring Alix Olson"	\$3000		11/15/2006 (awarded)	PI
NSF	CAREER: "The Problem with Mattering: Understanding the Impact of Public Mobile Phone Use on Self-Presentation, Social Perception, and Demands for Attention"	\$844,322		7/15/2006 (not awarded)	PI
PSC-CUNY	Award #PSCREG-37-753, "Assessing Attitudes Toward Public Mobile Phone Use"	\$4,540		10/15/2005 (awarded)	PI
NSF	CAREER: "The Psychological Impact of Integrating Mobile Communication Technology into Everyday Life"	\$416,723		7/15/2005 (not awarded)	PI
PSC-CUNY	Award #60146-34-35, "'Can you hear me now?' A Study of Public Cell Phone Use and Its Impact on Social Behavior"	\$4,035		12/15/2003 (awarded)	PI

## 7. REFEREED PUBLICATIONS

### REFEREED ARTICLES

- 2010 'Simply leaving my house would be even scarier': How mobile phones affect women's perception of safety and experiences of public places. *Media Asia*, 37(4), 205-214.
- 2007 Mobile fantasies on film: Gathering metaphoric evidence of mobile symbiosis and the mobile imaginary. *Psychology Journal*, 5(1), 83-99. Retrieved May 8, 2007, from [www.psychology.org](http://www.psychology.org).
- 2005 "Making the bias explicit": Constantinople's rendering of psychology's misogynistic roots. *Feminism and Psychology*, 15, 431-436.
- 2002 Profiting from loss: The invocation and commodification of a counter story. *The International Journal of Critical Psychology*, 4, 132-148.

### CHAPTERS IN BOOKS

- 2011 Mobile symbiosis: A precursor to public risk-taking behavior? In R. Ling & S. Campbell (Eds.) *The Mobile Communication Research Series: Volume II, Mobile Communication: Bringing Us Together or Tearing Us Apart?* New Brunswick, NJ: Transaction Publications. 17-36.
- 2009 Sentidos ocultos: Comprendiendo el impacto psico-social del uso del teléfono móvil a través de la narración de historias (Hidden Meanings: Understanding the social-psychological impact of public mobile phone use through storytelling). In J. M. Aguado & I. J. Martínez (Eds.). *Sociedad Movil:*

*Tecnología, Identidad y Cultura (Mobile Society: Technology, Identity and Culture)*. Madrid: Biblioteca Nueva.

- 2008 “Do you want to have a beer over the phone?” Capturing metaphoric evidence of mobile symbiosis and the mobile imaginary on film. In M. Hartmann, P. Rössler & J. Höflich (Eds.) *After the Mobile Phone? Social Changes and the Development of Mobile Communication*. Berlin: Frank & Timme, 17-34.
- 2005 “Surprisingly, nobody tried to caution her”: Perceptions of intentionality and the role of social responsibility in the public use of mobile phones. In Rich Ling and Ped Pedersen (Eds.), *Mobile Communications: Re-negotiation of the Social Sphere*. Surrey, UK: Springer-Verlag, 225-236.
- 2005 “Can you hear me now?”: Paradoxes of techno-intimacy resulting from the use of mobile communication technology in public. In Kristof Nyiri (Ed.). *The Global and the Local in Mobile Communication: A Sense of Place*. Vienna: Passagen-Verlag, 91-98.
- 2000 (De)Facing the IRB: Wrangling the fear and fantasy of ethical dilemmas and research on at-risk youth. In L. Weis and M. Fine (Eds.), *Speed Bumps: A Student Friendly Guide to Qualitative Research*. New York: Teacher’s College Press, 80–83.

#### REFEREED PROCEEDINGS

- 2007 Hidden Meanings: Understanding the social-psychological impact of public mobile phone use through storytelling. In G. Goggin & L. Hjorth (Eds.). *Conference Proceedings for 2007 Mobile Media Conference, Sydney, Australia*, Sydney, NSW: University of Sydney, 85-96.

#### ENCYCLOPEDIA/DICTIONARY ENTRIES

- 2005 “Conversion or reparative therapy”, “ex-gay”, “Homosexuality, depathologise”, “*Journal of Homosexuality*”, “Psychology and GLBT queer culture”, “Reno”. Six entries published in D. A. Gerstner (Ed.) (2005). *International Encyclopedia of Queer Culture – Contemporary Gay, Lesbian, Bisexual and Transsexual Cultures*. Total Word Count: 2550.

### 8. OTHER PUBLICATIONS

#### PRINT

- 2006 Glotz, P. & Bertschi, S. People, mobiles, and society: Concluding insights from an international expert survey. *Knowledge, Technology, & Policy*, 19, 69-92. (A Delphi study that included **K. M. Cumiskey** as an expert)

#### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

#### JOURNAL ARTICLES

- 2000 with Clark, H. (2000). Tipping points: The science of neighborhood change? *Urban Quality Indicators*, 1 –3.

### 9. IN PROGRESS (Optional)

#### PRINT

SUBMITTED FOR PUBLICATION

### 10. REVIEWS OF CANDIDATE’S WORK

- 2008 Johnson, C. The Joy of Boredom. *Boston Globe*, March 9, 2008. Quoted as expert. (Reprinted in newspapers worldwide)
- 2008 Johnson, C. In Praise of Silence. *Boston Globe*, May 22, 2008. Quoted as expert.  
[http://www.blackwell-compass.com/subject/sociology/article\\_view?article\\_id=soco\\_tr\\_bpl153](http://www.blackwell-compass.com/subject/sociology/article_view?article_id=soco_tr_bpl153)  
<http://www2.lse.ac.uk/media@lse/whosWho/AcademicStaff/LeslieHaddon/MobileRefs.aspx>

## 11. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER

#### Journals:

Human Communication (2011 – present)  
 Media Asia (2010 – present)  
 Australian Journal of Communication (2008)  
 New Media and Society (2007 – present)  
 Sexual Research & Social Policy (2003)  
 Children, Youth and Environments (2003)

#### Grants:

PSC-CUNY Psychology Panel (2007)

### LECTURES AND PAPERS PRESENTED

#### CONFERENCE PRESENTATIONS:

- 2011 *Lead Organizer*. ICA 2011 Pre-Conference: “Seamlessly Mobile?: Mobile Communication @ a Crossroads. Microsoft Research Cambridge, Boston, MA, May 25 – 26, 2011.
- 2011 Invited Lecture, *Mobile Phones or Pepper Spray?* How women imagine their mobile phones to be weapons of self-defense. Department of Psychology Colloquium, *Shippensburg University*, Shippensburg, PA, March 25, 2011.
- 2010 ‘Simply leaving my house would even be scarier’: How mobile phones alter women’s perception of safety and experiences in public places. Paper presented at *ICA 2010 Pre-Conference: Innovations in Mobile Use*, Nanyang Technological University, Singapore, June 2010.
- 2009 *Invited Chair*, Mobile Multimedia and Social Interaction. Panel presentation at *Mobile Communication and Social Policy: An International Conference*, Rutgers University, New Brunswick, October, 2009.
- 2009 ‘If I didn’t feel safe, I wouldn’t be as daring’: The psychological experience of public mobile phone use, risk-taking and its consequences. Paper accepted for presentation at *the Eastern Psychological Association Annual Conference*, Pittsburgh, PA, March 2009.
- 2008 Mobile phone symbiosis: A precursor to public risk-taking behavior? Paper presented at *20th Greater New York Conference on Behavioral Research*, Fordham University, New York, November, 2008.
- 2008 *Invited Lecture*. Hidden Meanings: Understanding the social-psychological impact of public mobile phone use through storytelling. Paper presented to the Sociology Department, John Jay College, CUNY, March 2008.
- 2007 Hidden Meanings: Understanding the social-psychological impact of public mobile phone use through storytelling. Paper presented at *Mobile Media 2007* conference. The University of Sydney, Sydney, NSW, Australia, July 2007.

- 2006 Mobile fantasies on film: Fostering “co-presence” through the integrated use of real and imagined mobile technology. Paper presented at International Communication Association Pre-Conference, *After the Mobile?*, University of Erfurt, Erfurt, Germany, June 2006.
- 2006 The perceived emotional impact of mobile phone use during face-to-face interaction. Paper presented at the *International Communication Association Conference*, Dresden, Germany, June 2006.
- 2005 Interpreting Public Mobile Phone Use: Studying its perceived impact on face-to-face interaction. Paper presented at International Communications Association Pre-Conference, *Workshop on Mobile Communications*, New York, New York, May 2005.
- 2005 Framing public mobile phone use (PMPU): A question of perspective and projection. Paper presented at *Seeing, Understanding, Learning, in the Mobile Age*, Hungarian Academy of Sciences, Budapest, Hungary, April 2005.
- 2004 ‘Can you hear me now?’: The Paradoxes of Techno-intimacy vis the Use of Mobile Communication Technology in Public. Paper presented at *The Global and the Local in Mobile Communication: Places Images, People, Connections*, Hungarian Academy of Sciences, Budapest, Hungary, June 2004.
- 2007 How to be Ms. Independent: Results of AAUW’s Report on the Wage Gap. Invited lecture given to the *COR100 Group Lectures*, CSI, April 2007.
- 2006 Mobile fantasies on film: Fostering “co-presence” through the integrated use of real and imagined mobile technology. Paper presented at “...voices” *series colloquium*, College of Staten Island, May 2006.
- 2002 Public Testimony to New York City Council. *Hearings on Preliminary Budget for Dept. of Juvenile Justice, Fiscal Year, 2003*, March 2002.

## CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association  
 International Communication Association  
 Society for the Psychological Study of Social Issues

## 12. RECORD OF TEACHING

### UNDERGRADUATE COURSES

PSY100	Psychology (Introductory)
PSY212	Social Psychology
PSY226	Theories of Personality
PSY/WMS268	Psychology of Women
PSY/WMS235	Gender and Sexuality
PSY290	Death and Dying
PSY334	Experimental Psychology: Social/Personality
PSY/WMS340	Mentoring and Psychological Development
COR 100	COR Through Service

### INDEPENDENT STUDY/MENTORING

#### CSI

- 2009 Faculty Mentor to *CUNY Pipeline* Student, Carene Hadad, 9/09 – 5/10.  
 2009 Faculty Mentor to CSI SEEK Research Intern, Geraldine Altagracia, 9/09 – 1/10.  
 2007 Faculty Mentor, Emerging Leaders Program, 9/07.

- 2007 Advisor, Honors Student, Alokika Fernandes.  
 2007 Advisor, CUNY Honor College Student, Dina Elsibay.  
 2006 Advisor, CSI Summer/Fall Research Stipend for Students, awarded to Alisa Johnson, \$1500.  
 2006 Advisor, CSI Summer/Fall Research Stipend for Students, awarded to Dina Elsibay, \$1500.  
 2005-2007 Faculty Mentor to CSI SEEK Research Intern, Marissa Bennetti, 1/05-present.  
 2005 Advisor, Winning Poster at Undergraduate Research Conference, Michelle Bosco & Anna Guirguis.  
 2005 Advisor, CSI Summer Research Stipend for Students, awarded to Brenda Green, \$2000.  
 2004 Advisor, CSI Summer Research Stipend for Students, awarded to Michelle Bosco & Lisa Albanese, \$4000.

#### CUNY

- 2007 – present Faculty Mentor to Gabriela Pawelec, *CUNY Baccalaureate Program*, Expected Graduation 5/11.  
 2007 – present Faculty Mentor to Terrance Belton, *CUNY Baccalaureate Program*, Expected Graduation 5/11.  
 2007 – 2010 Faculty Mentor to Shannon Forshee, *CUNY Baccalaureate Program*, Graduated 5/10.  
 2005 - 2007 Faculty Mentor to Alisa Johnson, *CUNY Baccalaureate Program*, Graduated 1/07.  
 2005 - 2006 Faculty Mentor to Pia Garber, *CUNY Baccalaureate Program*, Graduated 6/06.

### 13. RECORD OF SERVICE

#### NATIONAL

- 1999 Member of National Coalition to Abolish the Death Penalty.

#### COMMUNITY

- 2006 – present Advisory Board Member for Staten Island Residential Center, *Office of Children and Family Services*, 9/06 – present.  
 2000 – present Juvenile Justice Committee, *Correctional Association of New York*, 2/2000 – present.  
 2008 – 2009 Pride Parade Coordinator, *Staten Island LGBT Community Center*. Staten Island, NY.  
 2000-2003 Justice 4 Youth Coalition, *Correctional Association of New York*, 2/2000- 9/2003.

#### CUNY

- 2007 – 2008 Alumni Ambassador, Social/Personality Program *Ambassador Program*, Graduate Center, CUNY.

#### CSI

- 2011 Member, *CARES* Committee  
 2010 – present Appointed Member, COR 100 Committee  
 2010 – present Appointed Member, Resource Allocation and Budget Advisory Committee to the President  
 2010 – present Elected Member, P & B Budget Committee  
 2010 – present Member, “*I am Staten Island*” Committee.  
 2007 – present Advisory Board Member for SEEK program, 12/07 – present.  
 2009-2010 Acting Coordinator of Bertha Harris Women’s Center, CSI, CUNY. 8 credits of reassigned time.  
 2009 Faculty representative to *Middle States* Assessment Regional Conference.  
 2008-2010 Department Representative, College-wide Assessment Committee.  
 2008-2009 Faculty Member, Search Committee for V.P. of Student Affairs Search.  
 2007-2010 Department Representative, Undergraduate Curriculum Committee  
 2007 Faculty Member, SEEK Counselor Search, 1/07-6/07.  
 2007 Organized Equal Pay Day at CSI, 4/07.  
 2007 Organizer of Women’s History Month Film Festival, 3/07.  
 2006, 08, 09,10 Guest Speaker, “Let’s Talk About It: National Coming Out Day”, 10/06; 10/08; 10/09; 10/10.  
 2005- 2010 Developed and facilitated the “Domestic Violence Clothesline”, 3/05; 3/06; 3/07, 3/08; 3/09; 3/10.  
 2005 Organized CSI Women’s Health Fair with Psychology of Women students, 12/05.  
 2004-2005 Consultant for the Staten Island Indicators Project, 9/04 – 5/05.  
 2004 Consultant for the development of a Leadership Studies Program at CSI, 9/04.



- 2003-present Advisory Board Member for CSI Women's Center, 9/03 – present.
- 2003-present Faculty Member, Women's Studies Executive Committee, 9/03 – present.
- 2003-present Faculty Advisor, Gay-Straight Alliance, 9/03 – present.
- 2003-2006 Organized CSI Sexual Health Fair with Gender and Sexuality students, 5/03; 5/04; 12/06.
- 2003-2004 Taught students in the Discovery Institute about the field of Psychology, 9/03 – 5/04.
- 2003 Participated in Freshman Orientation, Faculty Coffee Hours, 9/03.
- 2003 Served as Substitute on Course and Standing Committee, 9/03.
- 2002-2005 Taught special section of Introductory Psychology (PSY100) as part of the Freshman Workshop Program, Fall 2002; Spring 2005; Fall 2005.

#### DEPARTMENT/PROGRAM

- 2010 – present Chairperson, Psychology Department. 19.5 credits of total reassigned time.
- 2008 – 2009 Chair, Search Committee for Assistant Professor in Counseling Psychology.
- 2007 – present Development Committee for M.A. in Counseling Program.
- 2004 – 2005 Search Committee, Clinical Psychologist Search.
- 2003 – present Departmental Curriculum Committee.
- 2003 – present Member of Women, Gender and Sexuality Program Faculty.

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation 9/19/2011

Signature



1. **NAME** Joel Erlich, PhD, MPH

**CURRENT TITLE** Associate Professor **DEPARTMENT** Psychology

2. **EFFECTIVE DATE** 8/25/2011

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

COLUMBIA UNIVERSITY, JOSEPH L. MAILMAN SCHOOL OF PUBLIC HEALTH, New York, NY  
M.P.H. in Biostatistics, conferred in May, 2005.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA  
Ph.D. in clinical psychology, conferred in August, 1997

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA  
M.A. in clinical psychology, conferred in May, 1994

UNIVERSITY OF MARYLAND, BALTIMORE, MD  
B.A. in Psychology, conferred in May, 1991

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

MOUNT SINAI SCHOOL OF MEDICINE, DERALD H. RUTTENBERG CANCER CENTER, New York, NY, Postdoctoral fellowship in Cancer Prevention and Control completed in August, 1999

MEMORIAL-SLOAN KETTERING CANCER CENTER, New York, NY, Postdoctoral fellowship in Biobehavioral Medicine completed in August, 1998

UNIVERSITY OF CALIFORNIA, LOS ANGELES, Los Angeles, CA  
Internship in clinical psychology completed July, 1997

#### 4. EXPERIENCE

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
CUNY-COLLEGE OF STATEN ISLAND,	8/2011-	Associate Professor,	FT,	Psychology,	Tenure-track

MOUNT SINAI SCHOOL OF MEDICINE, 1997-2011, Associate Professor, FT, Oncological Sciences, Tenure-track

TOURO COLLEGE, 1997-2001, Adjunct Professor, PT, Psychology, Non-tenure-track

UNIVERSITY OF SOUTHERN CALIFORNIA, 1992-1996, Teaching Assistant, PT, Psychology, Non-tenure-track

OTHER (Institutions, dates, titles)

ALBERT EINSTEIN COLLEGE OF MEDICINE, FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY, Bronx, NY

*Dissertation Committee Member, 2002-2004*

*Predoctoral Mentor, 2007-2011*

MOUNT SINAI SCHOOL OF MEDICINE, GRADUATE SCHOOL OF BIOLOGICAL SCIENCES, New York, NY

*Predoctoral Mentor, 2005-2011*

MOUNT SINAI SCHOOL OF MEDICINE, Program for Cancer Prevention and Control, Department of Oncological Sciences, New York, NY

*Clinical Interventionist, 2010-2011*

Activities: Brief Interventions for Outpatient Breast Cancer Radiotherapy Patients

UNIVERSITY OF CALIFORNIA, LOS ANGELES, NEUROPSYCHIATRIC INSTITUTE AND HOSPITAL, Department of Psychiatry and Biobehavioral Sciences, Los Angeles, CA

*Clinical Psychology Intern, 1996-1997*

Activities: Adult Assessment and Psychotherapy (Inpatient & Outpatient), Pediatric Psychotherapy (Outpatient), Geriatric Neuropsychology, Consultation-Liaison Services (General, Renal Transplant Team, Liver Transplant Team, Revlon Breast Center)

UNIVERSITY OF SOUTHERN CALIFORNIA SCHOOL OF MEDICINE, ALZHEIMER'S DISEASE RESEARCH AND CLINICAL CENTER, Departments of Psychiatry, Neurology and Gerontology, Los Angeles, CA

*Neuropsychological Assessment Specialist 1995-1996*

Activities: Neuropsychological testing of patients with Alzheimer's Disease enrolled in clinical trials

UNIVERSITY OF SOUTHERN CALIFORNIA, HUMAN RELATIONS CENTER, Los Angeles, CA

*Psychotherapist, 1992-1996*

Activities: Adult and Child Outpatient Psychotherapy (Community Mental Health Setting)

## **5. ACADEMIC AND PROFESSIONAL HONORS**

CITATION PAPER AWARD, Society of Behavioral Medicine, Montreal, QC, 2009

RESEARCH CAREER AWARD, National Cancer Institute (NCI), Bethesda, MD, 2007

NATIONAL INSTITUTE ON DRUG ABUSE (NIDA), Loan Repayment Program Awardee, 2006

CITATION PAPER AWARD, Society of Behavioral Medicine, Salt Lake City, UT, 2003

TOP 50 ABSTRACTS AWARD, Society for Research on Nicotine and Tobacco, New Orleans, LA, 2003

RESEARCH CAREER AWARD, National Cancer Institute (NCI), Bethesda, MD, 2002

GREAT AMERICAN SMOKEOUT RESEARCH AWARD, American Cancer Society, New York, NY, 2002

JUNIOR FACULTY CLINICAL RESEARCH AWARD, American Cancer Society, Atlanta, GA, 2001

OUTSTANDING CLINICAL SERVICE AWARD, Child Outpatient Psychiatry Service, UCLA School of Medicine, Los Angeles, CA, 1997

OUTSTANDING CLINICAL SERVICE AWARD, Adult Outpatient Psychiatry Service, UCLA School of Medicine, Los Angeles, CA, 1996

**6. PEER-REVIEWED GRANTS (Indicate pending or awarded)**

Funding Agency    Title of Proposal    Amount    Direct vs. Total    Date Submitted    PI or Co-PI

**Active:**

NIH-NCI

*Improving Oral Health and Quality of Life After Oral Cancer: A Web-based Approach*

R34 DE022273 (\$284,503 direct, \$482,233 total)

Principal Investigator: Hoda Badr, Ph.D.

Role: Co-Investigator

**Pending:**

NIH-NIDA

*A Combination of Scheduled Reduced Smoking with Varenicline to Enhance Cessation*

R34 DA031327-01A1 (\$450,000 direct, \$760,665 total).

Submitted 3/2011

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NIAAA

*Behavioral Dysregulation: Impact on Alcohol Cue-Reactivity and Demand for Alcohol*

R21 AA020955 (\$275,000 direct, \$466,125 total)

Submitted 2/2011

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NCI

*Building Cancer Supportive Care Programs*

R25 CA160049 (\$527,765 direct, \$569,986, total)

June 2011

Principal Investigator: Matthew Loscalzo, L.C.S.W.

Role: Co-Investigator

**Completed:**

Department of Defense

*Psychological Distress, Cognitive Bias and Breast Cancer: Screening Behavior among Women*

*Tested for BRCA1/2 Mutation*

DAMD17-99-1-9305 (\$116423 direct, \$125,737 total)

1999-2002

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NCI

*Family History of Smoking and Reactivity to Smoking Cues*

R03 CA88599 (\$100,000 direct, \$168,805 total)

2000-2002

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

Alcoholic Beverage Medical Research Foundation

*Why Do Smokers Drink More?*

\$66,666 direct, \$80,000 total

2001-2003

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

American Cancer Society

*Polymorphisms of the Dopamine Transporter Gene (SLC6A3) and Reactivity to Smoking Cues*

CRTG-01-153-01-CCE (\$366,666 direct, \$396,000 total)

2001-2004

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

American Cancer Society

*Stress-Induced Cigarette Craving, Genes, and Cessation: A Case-Control Study*

MRS-01-153-04-CPPB (\$83,333 direct, \$90,000 total)

2006

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NCI

*Dopamine Polymorphisms and Smoking Cue-Reactivity*

K07 CA93387 (\$616,875 direct, \$666,225 total)

2002-2007

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NCI

*Dopamine Genotypes, Experimentally-induced Craving and Cessation in Female Smokers*

R21 CA118703 (\$92,500 direct, \$326,288 total)

2007-2010

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

NIH-NCI

*Stress-induced Craving and Smoking Cessation: Effects of Dopamine-related Genes*

K22 CA124800 (\$434,625 direct, \$469,395 total)

2007-2010

Principal Investigator: Joel Erblich, Ph.D., M.P.H.

**7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

REFEREED ARTICLES:

**Erblich, J.**, Diaz, G., and Bovbjerg, D. (in press). *Genetic dissociation between cue- and stress-induced cigarette craving: An exploratory study.* Drug and Alcohol Dependence.

**Erblich, J.**, Bovbjerg, D., and Sloan, R. (2011). *Exposure to smoking cues: Cardiovascular and autonomic effects.* Addictive Behaviors, 36, 737-742.

Dibonaventura, M., **Erblich, J.**, Sloan, R., and Bovbjerg, D. (2010). *Computerized Stroop task to assess cancer-related cognitive biases.* Behavioral Medicine, 36, 37-43.

Montgomery, G., Schnur, J., **Erblich, J.**, Diefenbach, M., and Bovbjerg, D. (2010). *Presurgery psychological factors predict pain, nausea, and fatigue one week following breast cancer surgery.* Journal of Pain and Symptom Management, 39, 1043-1052.

**Erblich, J.**, Montgomery, G., and Bovbjerg D. (2009). *Script-guided imagery of social drinking induces both alcohol and cigarette craving in a sample of nicotine-dependent smokers.* Addictive Behaviors, 34, 164-170.

Tong, C., Bovbjerg, D., and **Erblich, J.** (2007). *Smoking-related videos for use in cue-induced craving paradigms.* Addictive Behaviors, 32, 3034-3044.

Colamussi, L., Bovbjerg, D., and **Erblich, J.** (2007). *Stress and cue-induced cigarette craving: Effects of a family history of smoking.* Drug and Alcohol Dependence, 88, 251-258.

Wright, C., **Erblich, J.**, Valdimarsottir, H., and Bovbjerg, D. (2007). *Poor sleep the night before an experimental stress task predicts reduced NK cell mobilization and slowed recovery in healthy women.* Brain, Behavior and Immunity, 21, 358-363.

Wright, C., Valdimarsdottir, H., **Erblich, J.**, and Bovbjerg, D. (2007). *Poor sleep the night before an experimental stress task is associated with reduced cortisol reactivity in healthy women.* Biological Psychology, 74, 319-327.

Schnur J., DiLorenzo, T., Montgomery, G., **Erblich, J.**, Winkel, G., Hall, S., and Bovbjerg, D. (2006). *Perceived risk and worry about prostate cancer: A proposed conceptual model.* Journal of Behavioral Medicine, 32, 89-96.

DiLorenzo, T., Schnur, J., Montgomery, G., Winkel, G., **Erblich, J.**, and Bovbjerg, D. (2006). *A model of disease-specific worry in heritable disease: The influence of family history, perceived risk and worry about other illnesses.* Journal of Behavioral Medicine, 29, 37-49.

**Erblich, J.,** Lerman, C., Self, D., Diaz, G., and Bovbjerg, D. (2005). *Effects of dopamine D2 receptor (DRD2) and transporter (SLC6A3) polymorphisms on smoking cue-induced cigarette craving among African American smokers.* Molecular Psychiatry, 10, 407-414.

**Erblich, J.,** Brown, K., Kim, Y., Valdimarsdottir, H., Livingston, B., and Bovbjerg, D. (2005). *Development and Validation of a Breast Cancer Genetic Counseling Knowledge Questionnaire.* Patient Education and Counseling, 56, 182-191.

**Erblich, J.,** Lerman, C., Self, D., Diaz, G., and Bovbjerg, D. (2004). *Stress-induced cigarette craving: effects of the DRD2 TaqI RFLP and SLC6A3 VNTR polymorphisms.* The Pharmacogenomics Journal, 4, 102-109.

**Erblich, J.,** and Bovbjerg, D. (2004). *In vivo vs. imaginal smoking cue exposures: Is seeing believing?* Experimental and Clinical Psychopharmacology, 12, 208-215.

David, D., Montgomery, G., Stan, R., DiLorenzo, T., and **Erblich, J.** (2004). *Discrimination between hopes and expectancies for nonvolitional outcomes: psychological phenomenon or artifact?* Personality and Individual Differences, 36, 1945-1952.

**Erblich, J.,** Boyarsky, Y., Spring, B., Niaura, R., and Bovbjerg, D. (2003). *A family history of smoking predicts heightened levels of stress-induced cigarette craving.* Addiction, 98, 657-664.

Montgomery, G., **Erblich, J.,** DiLorenzo, T., and Bovbjerg, D. (2003). *Family and friends with disease: their impact on perceived risk.* Preventive Medicine, 37, 242-249.

Montgomery, G., David, D., DiLorenzo, T., and **Erblich, J.** (2003). *Is hoping the same as expecting? Discrimination between hopes and expectancies for nonvolitional outcomes.* Personality and Individual Differences, 35, 399-409.

**Erblich, J.,** Earleywine, M., Erblich, B., and Bovbjerg, D. (2003). *Biphasic stimulant and sedative effects of ethanol intoxication: Are children of alcoholics really different?* Addictive Behaviors, 28, 1129-1139.

**Erblich, J.,** Montgomery, G., Valdimarsdottir, H., Cloitre, M., and Bovbjerg, D. (2003). *Biased cognitive processing of cancer-related information among women with family histories of breast cancer: Evidence from a cancer Stroop task.* Health Psychology, 22, 235-244.

**Erblich, J.,** and Earleywine, M. (2003). *Behavioral undercontrol and subjective stimulant and sedative effects of alcohol intoxication: Independent predictors of drinking habits?* Alcoholism: Clinical and Experimental Research, 27, 44-50.

Blanchard, D., **Erblich, J.,** Montgomery, G., and Bovbjerg, D. (2002). *Read all about it: The over-representation of breast cancer in popular magazines.* Preventive Medicine, 35, 343-348.



**Erblich, J.**, Earleywine, M., and Erblich, B. (2001). *Positive and negative associations with alcohol and familial risk for alcoholism*. Psychology of Addictive Behaviors, 15, 204-209.

**Erblich, J.**, Bovbjerg, D., Norman, C., Valdimarsdottir, H., and Montgomery, G. (2000). *It won't happen to me: Lower perception of heart disease risk among women with family histories of breast cancer*. Preventive Medicine, 31, 714-721.

**Erblich, J.**, Bovbjerg, D., and Valdimarsdottir, H. (2000). *Psychological distress, health beliefs and frequency of breast self-examination*. Journal of Behavioral Medicine, 23, 277-292.

**Erblich, J.**, Bovbjerg, D., and Valdimarsdottir, H. (2000). *Looking forward and back: Distress among women at familial risk for breast cancer*. Annals of Behavioral Medicine, 22, 53-59.

**Erblich, J.** and Earleywine, M. (1999). *Children of alcoholics exhibit attenuated cognitive impairment during an ethanol challenge*. Alcoholism: Clinical and Experimental Research, 23, 476-482.

Fox, L., Olin, J., **Erblich, J.**, Ghosh, C., and Schneider, L. (1998). *Severity of cognitive impairment in Alzheimer's Disease affects list learning using the California Verbal Learning Test*. International Journal of Geriatric Psychiatry, 13, 544-549.

Earleywine, M. and **Erblich, J.** (1996). *A confirmed factor structure for the Biphasic Alcohol Effects Scale*. Experimental and Clinical Psychopharmacology, 4, 107-113.

**Erblich, J.** and Earleywine, M. (1995). *Distraction does not impair memory during intoxication: Support for the Attention-Allocation Model*. Journal of Studies on Alcohol, 56, 444-448.

#### CHAPTERS IN BOOKS

**Erblich, J.** and Earleywine, M. (2003). *Alcohol Problems: Causes, Definitions, and Treatments*. In L. Cohen, D. McChargue, and F. Collins (Eds.) The Health Psychology Handbook: Practical Issues for the Behavioral Medicine Specialist. pp. 79-100. Newbury Park, CA. Sage Publications.

## 8. OTHER PUBLICATIONS

#### ABSTRACTS

Sucala, M., Greene, P., **Erblich, J.**, Schnur, J., David, D., and Montgomery, G. (2011). *The relationship between cognitive processes, activating events and specific emotions in breast cancer radiotherapy patients. An REBT approach*. Poster presented at the 32<sup>nd</sup> Annual Meeting of the Society of Behavioral Medicine, Washington, DC.

**Erblich, J.**, and Bovbjerg, D. (2010). *Cue-induced Craving Prospectively Predicts Cessation Failure Following an Untreated, Cold-turkey Smoking Cessation Attempt*. International Journal of Behavioral Medicine, 17, Suppl. 1, s14.

Green, S., Schnur, J., Love, B., Scheckner, B., **Erblich, J.**, Montgomery, G. (2010). *Physician versus self-report: Fatigue and skin toxicity during breast radiotherapy*. 52nd Annual Meeting of the American Society for Radiation Oncology. San Diego, California.

Lipsky, S., Bovbjerg, D., and **Erblich, J.** (2009). *Cue-induced cigarette and food craving: A common effect?* Poster presented at the Society of Behavioral Medicine, Montreal, QC.

Eliason, R., Bovbjerg, D., and **Erblich, J.** (2009). *Gender specificity in stress-induced cigarette craving responses*. Poster presented at the Joint Conference of the Society for Research on Nicotine and Tobacco and SRNT-Europe, Dublin, Ireland.

**Erblich, J.**, Montgomery, G., and Bovbjerg, D. (2008). *Script-guided imagery of social drinking induces alcohol craving in a sample of nicotine-dependent smokers*. Alcoholism: Clinical and Experimental Research, 240A.

DiBonaventura, M., **Erblich, J.**, Sloan, R., and Bovbjerg, D. (2007). Computerized cancer and cardiovascular Stroop tasks to assess health-related cognitive biases: A psychometric analysis. Poster presented at the Society of Behavioral Medicine, Washington, DC.

Wright, C., Valdimarsdottir, H., **Erblich, J.**, and Bovbjerg, D. (2007). *Poor sleep the night before an acute experimental stressor is associated with reduced cortisol reactivity in healthy women*. Paper presented at the Society of Behavioral Medicine, Washington, DC.

Tong, C, Bovbjerg, D., and **Erblich, J.** (2007). *Smoking-related videos for use in cue-induced craving paradigms: Considerations of gender*. Poster presented at the Society for Research on Nicotine and Tobacco, Austin, TX.

**Erblich, J.**, Montgomery, G., and Bovbjerg, D. (2006). *Positive and negative drinking expectations predict alcohol cue-induced craving among women*. Alcoholism: Clinical and Experimental Research, 30 (Suppl), 146A.

Bovbjerg, D., **Erblich, J.**, McGovern, M., and Valdimarsdottir, H. (2006). *Increased psychobiological responsivity to acute stressors in healthy women at familial risk for breast cancer: Independent enhancement of natural killer cell responses and emotional responses to Stroop tasks*. Brain, Behavior, and Immunity, 20 (Suppl. 1), 4-5.

**Erblich, J.**, Ardeschna, R., Kalushner, R., Blumenthal, S., Montgomery, G., Valdimarsdottir, H., and Bovbjerg, D. (2006). *Poorer Stroop performance for cancer-related words in healthy women with family histories of breast cancer*. Poster presented at the Society of Behavioral Medicine, San Francisco, CA.

**Erblich, J.**, and Bovbjerg, D. (2006). *Smoking cues elicit heightened cigarette cravings, but suppressed alcohol cravings, among smokers carrying the DRD2 TaqI A1 polymorphism*. Poster presented at the Society for Research on Nicotine and Tobacco, Orlando, FL.

**Erblich, J.**, and Bovbjerg, D. (2005). *Alcohol craving induced by smoking cues: Effects of gender and smoking family history*. Alcoholism: Clinical and Experimental Research, 29, 153A.

**Erblich, J.**, Bovbjerg, D., Mehta, A., and Sloan, R. (2005). *Smoking cue-induced heart rate decelerations among carriers of the SLC6A3 9-repeat and DRD2 A1 polymorphisms*. Annals of Behavioral Medicine, 29, Rapid Communication B-137.

Valdimarsdottir, H., Brown, K., **Erblich, J.**, Hurley, K., Thompson, H., Offit, K., McGovern, M., and Bovbjerg, D. (2005). *The increase in knowledge following breast cancer genetic counseling is lower for women with more emotional distress on the day of the session*. Annals of Behavioral Medicine, 29, S035.

Schnur, J., DiLorenzo, T., Montgomery, G., **Erblich, J.**, Winkel, G., and Bovbjerg, D. (2005). *Perceived risk and worry in patients being screened for prostate cancer*. Annals of Behavioral Medicine, 29, S182.

DiLorenzo, T., Schnur, J., Montgomery, G., **Erblich, J.**, Winkel, G., and Bovbjerg, D. (2005). *A model of disease-specific worry in heritable diseases*. Annals of Behavioral Medicine, 29, S026.

DiLorenzo, T., Montgomery, G., **Erblich, J.**, and Bovbjerg, D. (2004). *Perceptions of risk and control predict disease-specific worry*. Annals of Behavioral Medicine, 27, S141.

Cukor, J., Bovbjerg, D., Valdimarsdottir, H., Duhamel, K., and **Erblich, J.** (2004). *Post-traumatic stress symptomatology in women with family histories of breast cancer*. Annals of Behavioral Medicine, 27, S006.

**Erblich, J.**, Montgomery, G., and Bovbjerg, D. (2003). *Imaginal exposure to smoking in a restaurant induces alcohol craving among smokers*. Alcoholism: Clinical and Experimental Research, 27, 102S.

**Erblich, J.**, Boyarsky, Y., Lerman, C., Diaz, G., and Bovbjerg, D. (2003). *Heightened reactivity to smoking cues as a function of dopamine transporter (SLC6A3) genotype*. Nicotine and Tobacco Research, 5, 776-777.

**Erblich, J.**, Brown, K., Livingston, B., Kim, Y., Valdimarsdottir, H., and Bovbjerg, D. (2003). *Development and validation of a breast cancer genetic counseling knowledge questionnaire*. Annals of Behavioral Medicine, 25, S071.

Montgomery, G., David, D., DiLorenzo, T., and **Erblich, J.** (2002). *Hoping for the best? Relations between hopes and expectancies for non-volitional outcomes*. Society for Clinical and Experimental Hypnosis, Boston, MA.

- Erblich, J.**, Niaura, R., Spring, B., Boyarsky, Y., and Bovbjerg, D. (2002). *Smokers with multiple first-degree relatives who smoked display heightened levels of stress-induced cigarette craving*. Society for Research on Nicotine and Tobacco, Savannah, GA.
- Erblich, J.**, Miodownik, M., Weissman, E., Maletsky, S., Boyarsky, Y., and Bovbjerg, D. (2002). *Imaginal versus in-vivo exposures in a smoking cue reactivity paradigm: Is seeing believing?* Society for Research on Nicotine and Tobacco, Savannah, GA.
- DiLorenzo, T., **Erblich, J.**, Montgomery, G., Ephron, R., Shaffren, M., and Bovbjerg, D. (2002). *Family histories of disease and disease-specific worry: The role of perceived risk*. Annals of Behavioral Medicine, 25, S93.
- Montgomery, G., **Erblich, J.**, DiLorenzo, T., and Bovbjerg, D. (2002). *Perceived risk of cancer: It's not what you know, but who you know*. Annals of Behavioral Medicine, 25, S185.
- Bovbjerg, D., Montgomery, G., **Erblich, J.**, Lee, M., Ng, K., and Sloan, R. (2001). *Psychophysiological reactivity to scripted imagery of undergoing mammography screening for breast cancer*. Psychosomatic Medicine, 63, 127, Monterey, CA.
- Erblich, J.**, Bovbjerg, D., Valdimarsdottir, H., Montgomery, G., and Cloitre, M. (2001). *Selective processing of cancer-related stimuli among women with family histories of breast cancer*. Annals of Behavioral Medicine, 23, S52.
- Brown, K., Valdimarsdottir, H., **Erblich, J.**, Amareld, D., Scheuer, L., Hull, J., McDermott, D., Bovbjerg, D., Hurley, K., and Offit, K. (2000). *Does genetic counseling for breast cancer predisposition increase knowledge?* American Journal of Human Genetics, 67 (Suppl. 2), 106, Philadelphia, PA.
- Erblich, J.**, Erblich, B., Earleywine, M., and Bovbjerg, D. (2000). *Biphasic stimulant and sedative effects of ethanol intoxication: Are children of alcoholics really different?* Proceedings of the 34<sup>th</sup> annual meeting of the Association for Advancement of Behavior Therapy, New Orleans, Louisiana.
- Erblich, J.** and Earleywine, M. (1999). *A sequential analysis of alcohol-related information processing in children of alcoholics*. Proceedings of the 33<sup>rd</sup> annual meeting of the Association for Advancement of Behavior Therapy, Toronto, Ontario.
- Erblich, J.**, Bovbjerg, D., and Valdimarsdottir, H. (1999). *Death of a first-degree relative from breast cancer predicts frequency of breast self-examination*. Annals of Behavioral Medicine, 21, S48.
- Erblich, J.**, Bovbjerg, D., and Valdimarsdottir, H. (1999). *Caregiving and maternal breast cancer death predict current distress in women with family histories of breast cancer*. Annals of Behavioral Medicine, 21, S135.

Bovbjerg, D., **Erblich, J.** and Valdimarsdottir, H. (1999). *Intrusive thoughts and perceived risk predict general distress in women with family histories of breast cancer.* Annals of Behavioral Medicine, 21, S32.

Guevarra, J., **Erblich, J.**, Valdimarsdottir, H., and Bovbjerg, D. (1998). *Surveillance behavior in black women with a family history of breast cancer: A psycho-behavioral investigation.* Annals of Behavioral Medicine, 20, S130.

Olin, J., **Erblich, J.**, Ghosh, C. and Schneider, L. (1997). *The California Verbal Learning Test in Alzheimer's patients: The effect of severity on performance.* Proceedings of the annual meeting of the International Neuropsychological Society, Orlando, Florida.

**Erblich, J.**, Kertes, N. and Feliciano, L. (1996). *Retrospective reports of hangover severity covary with drinking habits and event proximity.* Proceedings of the 30<sup>th</sup> annual meeting of the Association for Advancement of Behavior Therapy, New York, New York.

Prange, R., Boksenbaum, S., **Erblich, J.** and Silverman, S. (1995). *Preliminary neuropsychological findings on a subgroup of silicone breast implanted women.* Immunology of Silicones Conference, National Cancer Institute, Laboratory of Genetics, Division of Cancer Biology, Bethesda, Maryland.

## 9. IN PROGRESS (Optional)

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

**Erblich, J.**, and Montgomery, G. (submitted). *Cue-induced cigarette cravings and smoking cessation: The role of expectancies.* Nicotine and Tobacco Research. Submitted 9-14-2011, 30 pages.

## 10. REVIEWS OF CANDIDATE'S WORK

## 11. CURRICULUM DEVELOPMENT

Participated in the development of the MPH degree program at the Mount Sinai School of Medicine

## 12. OTHER PROFESSIONAL ACTIVITIES

ACTIVITIES AS REVIEWER

Peer-Review (Editorial Board):

ANNALS OF BEHAVIORAL MEDICINE, 2005-2011

Peer-Review (Ad-hoc):

ALCOHOLISM: CLINICAL AND EXPERIMENTAL RESEARCH, AMERICAN JOURNAL OF MEDICAL GENETICS: NEUROPSYCHIATRIC GENETICS, ANNALS OF ONCOLOGY, CANCER DETECTION AND PREVENTION, DRUG AND ALCOHOL DEPENDENCE, EXPERIMENTAL AND CLINICAL PSYCHOPHARMACOLOGY, HEALTH PSYCHOLOGY, JOURNAL OF ABNORMAL PSYCHOLOGY, JOURNAL OF BEHAVIORAL MEDICINE, JOURNAL OF CLINICAL PSYCHOPHARMACOLOGY, JOURNAL OF THE NATIONAL MEDICAL ASSOCIATION, JOURNAL OF STUDIES ON ALCOHOL, NEUROSCIENCE LETTERS, NICOTINE AND TOBACCO RESEARCH, PREVENTIVE MEDICINE, PSYCHOLOGY OF ADDICTIVE BEHAVIORS, PSYCHO-ONCOLOGY, PSYCHOPHARMACOLOGY, SOCIAL SCIENCE AND MEDICINE.

Peer Review (Grants):

NATIONAL INSTITUTES OF HEALTH , ZRG1 IFCN-L (50), Support Opportunity for Addiction Research (SOAR) for New Investigators, 2011-

DEPARTMENT OF DEFENSE BREAST CANCER RESEARCH PROGRAM—Training, Clinical and Experimental Therapeutics (BCRP-TRN-CET-A), 2009-present

AMERICAN CANCER SOCIETY, Cancer Control and Prevention Panel (CPPB), 2007-present

National Institutes of Health, NIAAA R03 review committee, 2011.

CONSULTANCIES (Grant-related activities)

*Cancer Prevention & Control: Multidisciplinary Training*  
R25 CA081137, Mount Sinai School of Medicine  
Role: Consultant

*Breast Cancer Risk: Analysis of Heightened HPA Axis Stress Responsivity*  
R01 CA129557, University of Pittsburgh  
Role: Consultant

*Weak Prefrontal DC Stimulation and Tobacco Craving*  
R21 DA020592, Research Triangle Institute  
Role: Consultant

*Cancer-related Cognitive Processing in the Genetic Testing Context*  
UCLA  
Role: Consultant

LECTURES AND PAPERS PRESENTED

Erblich, J., Stampler, S., and Bovbjerg, D. (2011). *Trait impulsivity moderates relations between cue-induced cigarette craving and previous cessation failures*. Paper presented at the 17<sup>th</sup> Annual Meeting of the Society for Research on Nicotine and Tobacco, Toronto, CA.

*Smoking Cessation and HIV: Current challenges and opportunities.* (2009). Mount Sinai School of Medicine, Jack Martin Fund Clinic for HIV and Infectious Diseases, Department of Medicine, New York, NY.

*Scheduled smoking and nicotine replacement: Impact on cue-reactivity and cessation.* (2008). University of Pittsburgh School of Public Health, Pittsburgh, PA.

Colamussi, L., Bovbjerg, D., and Erblich, J. (2005). *Heightened levels of stress-induced cigarette craving among female smokers with family histories of smoking.* Paper presented at the 2005 meeting of the Society of Behavioral Medicine, Boston, MA.

*New horizons in cancer research and treatment.* (2005). Ernst & Young, LLP, New York, NY.

Erblich, J., and Bovbjerg, D. (2004). *Imaginal alcohol cues elicit heightened levels of craving for both alcohol and cigarettes in smokers carrying a 9-repeat VNTR at the dopamine transporter gene (SLC6A3).* Paper presented at the 2004 Annual Meeting of the Research Society on Alcoholism.

Erblich, J., and Bovbjerg, D. (2004). *Gender moderates relations between smoking cue-elicited craving and quit variables.* Paper presented at the Society for Research on Nicotine and Tobacco, Scottsdale, AZ.

Erblich, J., Boyarsky, Y., Lerman, C., and Bovbjerg, D. (2003). *Polymorphisms in the dopamine transporter gene (SLC6A3) predict reactivity to smoking cues among African American smokers.* Paper presented at the 2003 meeting of the Society of Behavioral Medicine, New Orleans, LA.

Erblich, J. (1995). *A mediational model of alcohol's effects on anxiety.* Proceedings of the 4<sup>th</sup> Annual Liebovitz Clinical Psychology Research Conference, Los Angeles, California.

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

SOCIETY FOR RESEARCH ON NICOTINE AND TOBACCO (Full Member)

SOCIETY OF BEHAVIORAL MEDICINE (Full Member)

#### 13. RECORD OF TEACHING AT CSI (list courses taught)

PSY 201 – Foundations of Psychological Research, Fall 2011

PSY 232 – Physiological Psychology: Cognitive and Behavioral Neuroscience, Fall 2011

#### 14. RECORD OF SERVICE

##### NATIONAL

NATIONAL INSTITUTES OF HEALTH, ZRG1 IFCN-L (50), PEER REVIEWER, Support Opportunity for Addiction Research (SOAR) for New Investigators, 2011-

DEPARTMENT OF DEFENSE BREAST CANCER RESEARCH PROGRAM—Training, Clinical and Experimental Therapeutics (BCRP-TRN-CET-A), PEER REVIEWER, 2009-present

AMERICAN CANCER SOCIETY, Cancer Control and Prevention Panel (CPPB), PEER REVIEWER, 2007-present

NATIONAL INSTITUTES OF HEALTH, NIAAA R03 review committee, PEER REVIEWER, 2011.

SOCIETY FOR RESEARCH ON NICOTINE AND TOBACCO (SRNT), Madison, WI, *Member, SRNT Web Editorial Committee, 2009-present.*

CSI

Scheduled to participate in Psychology Department/Psychology Club Advisement Fair, 11/2/11.



**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation \_\_MAR. 2011\_\_

Signature \_\_\_\_\_

1. **NAME** \_\_Darryl Hill\_\_

**CURRENT TITLE** \_Associate Professor\_\_ **DEPARTMENT** \_Psychology\_\_

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one) **EFFECTIVE DATE** \_\_\_\_\_

- Initial appointment      Third Reappointment      Tenure  
 First Reappointment      Fourth Reappointment      Promotion to Associate Professor  
 Second Reappointment      Fifth Reappointment with Tenure      Promotion to Professor  
 Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

University of Windsor, 1990-1997, Doctor of Philosophy, Applied Social Psychology, 1997  
University of Saskatchewan, 1988-1990, Master of Arts, Applied Social Psychology, 1990  
University of Saskatchewan, 1981-1986, Bachelor of Arts, Honors in Psychology, 1986

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
St. Petersburg State University, Russia	2010	Visiting Prof.	PT	Cultural Studies	Non-tenure
College of Staten Island	2007-present	Associate Prof.	FT	Psychology	Tenured
College of Staten Island	2003-6	Assistant. Prof.	FT	Psychology	Tenure-Track
Concordia University	2003-6	Adjunct Prof.	PT	Psychology	Non-tenure
Concordia University	2000-3	Assistant Prof.	FT	Psychology	Non-tenure
Hobart and William Smith Colleges	1999-2000	Assistant Prof.	FT	Psychology	Non-tenure

## 5. ACADEMIC AND PROFESSIONAL HONORS

Presidential Fellowship Award (2008-9), College of Staten Island.

Faculty Fellowship Publication Program (2004-5), City University of New York, "Toronto Trans Oral History Project."

Postgraduate Scholarship (1991-3), Faculty of Graduate Studies, University of Windsor, Windsor.

College of Graduate Studies and Research Scholarship (1988-90), University of Saskatchewan, Saskatoon.

Public Policy Internship (1989), The Society for the Psychological Study of Social Issues, Ann Arbor, Michigan.

Dean's Scholarship (1985), College of Arts and Sciences, University of Saskatchewan, Saskatoon.

## 6. PEER-REVIEWED GRANTS

### AWARDED

Larry J. Hackman Research Residency Program, Archives Partnership Trust (2011, \$1,968, PI), "Institutional Regulation of Gender and Sexuality: The Willowbrook State School."

Research Foundation, City University of New York, PSC-CUNY Traditional B Grant (2011, \$5,967, PI), "Institutional Regulation of Gender and Sexuality: The Willowbrook State School."

Research Foundation, City University of New York, PSC-CUNY Research Award, "Gender Development in Gender Variant Children and Adolescents," \$2,500 (Total), 2010, PI.

Small Research Grant, British Academy of Sciences, "Young Children's Understanding of Gender," \$9,700 (Total), 2010, Co-PI.

Research Foundation, City University of New York, PSC-CUNY Research Award, "Feminine Heterosexual Men: Subverting Patriarchy?," \$1,300 (Total), 2008-9, PI.

Research Foundation, City University of New York, PSC-CUNY Research Award, "Crossdressers and Women Who Love Them," \$10,600 (Total), 2006-8, PI.

Foundation for the Scientific Study of Sexuality, Grants in Aid Program, "Differences and Similarities in Men's and Women's Sexual Self-schemas," \$1,000 (Total), 2005, PI.

Research Foundation, City University of New York, PSC-CUNY Research Award, "Parenting Children with Gender Variant Behaviors," \$7900 (Total), 2004-6, PI.

Mini Grant for Professional Development, Center for Excellence in Learning Technology, College of Staten Island, "Mobile PC Multimedia Presentation Equipment," \$2,600 (Total), 2004, Co-PI.

Standard Research Grant, Social Sciences and Humanities Research Council, "Constructing and Living Gender Identity Disorder," \$48,750CA (Total), 2002-2005, PI.

Society for the Psychological Study of Social Problems, Grants in Aid Program, "Who Hates Transsexuals, Transgenderists, and Crossdressers?: An Explanatory Model," \$2,000 (Total), 2002, PI.

Foundation for the Scientific Study of Sexuality, Grants in Aid Program, "The Toronto Trans Oral History Project," \$1,500 (Total), 2001, PI.

Faculty Research Grant, Hobart and William Smith Colleges, "The Toronto Trans Oral History Project," \$750 (Total), 1999, PI.

## 7. REFEREED PUBLICATIONS

### PRINT AND ELECTRONIC

#### BOOKS

Hill, D.B., & Kral, M. (Eds.) (2003). *About psychology: Essays at the crossroads of philosophy, theory and history*. Albany, NY: State University of New York Press.

#### REFEREED ARTICLES

Hill, D.B. (2011). Can statistics detect the differences between apples and oranges? *Journal of Sex and Marital Therapy*, 37, 158-160.

Menvielle, E., & Hill, D.B. (2011). An affirmative intervention for families with gender variant children: A process evaluation. *Journal of Gay & Lesbian Mental Health*, 15, 94-123.

Willoughby, B.L.B., Hill, D.B., Gonzalez, C.A., Lacorazza, A., Macapagal, R.A., Barton, M.E., & Doty, N.D. (2010). Who hates gender outlaws?: A multi-site and multi-national evaluation of the Genderism and Transphobia Scale. *International Journal of Transgenderism*, 12, 254-271.

Tenenbaum, H.R., Hill, D.B., Joseph, N., & Roche, E. (2010). "It's a boy because he's painting a picture": Children's gender reasoning. *British Journal of Psychology*, 101, 131-154.

Hill, D.B., Menvielle, E., Sica, K.M., & Johnson, A. (2010). An affirmative intervention for families with gender variant children: Parent ratings on child mental health and gender. *Journal of Sex & Marital Therapy*, 36, 6-23.

Hill, D.B., & Menvielle, E. (2009). "You have to give them a place where they feel protected and safe and loved": The views of parents who have gender variant children and adolescents. *Journal of GLBT Youth*, 6, 243-271.

- Hill, D.B. (2008). Dear Doctor Benjamin: Letters from transsexual youth (1963-76). *International Journal of Transgenderism*, 10, 149-170.
- Starogiannis, H., & Hill, D.B. (2008). Sex and gender in an American State School (1951-1987): The Willowbrook class. *Sexuality & Disability*, 26, 83-103.
- Hill, D.B. (2007). Differences and similarities in men's and women's sexual self-schemas. *Journal of Sex Research*, 44, 135-144.
- Hill, D.B., Rozanski, C., Carfagnini, J., & Willoughby, B. (2007). Gender identity disorder in children and adolescents: A critical review. *International Journal of Sexual Health*, 19, 95-122.
- Hill, D.B. (2006). Theory in applied social psychology: Past mistakes and future hopes. *Theory & Psychology*, 16, 613-640.
- Hill, D.B. (2006). "Feminine" heterosexual men: Subverting patriarchal sexual scripts? *Journal of Men's Studies*, 14, 145-159.
- Hill, D.B. (2005). Trans/gender/sexuality: A research agenda. *Journal of Gay and Lesbian Social Services*, 18, 101-109.
- Hill, D.B. (2005). Sexuality and gender in Hirschfeld's 'Die Transvestiten': A case of the "Elusive evidence of the ordinary." *Journal of the History of Sexuality*, 14, 316-332.
- Hill, D.B., & Willoughby, B. (2005). The development and validation of the Genderism and Transphobia Scale. *Sex Roles*, 53, 531-544.
- Hill, D.B. (2005). Coming to terms: Using technology to know identity. *Sexuality and Culture*, 9, 24-52.
- Hill, D.B. (2004). Gender and sexual non-conformity as madness: An update for 21<sup>st</sup> Century New Jersey. *History and Philosophy of Psychology Bulletin*, 16(2), 22-23.
- Hill, D.B. & Morf, M. (2000). Undoing theory/practice dualism: Joint action and knowing from within. *Journal of Theoretical and Philosophical Psychology*, 20, 208-224.
- Hill, D.B. (2000). Categories of sex and gender: Either/or, both/and, and neither/nor. *History and Philosophy of Psychology Bulletin*, 12(2), 25-33.

#### CHAPTERS IN BOOKS

- Hill, D.B. (2008). A method for the margins: A trans feminist oral history. In W. Meezan & J. Martin (Eds.), *Research Methods with Gay, Lesbian, Bisexual, and Transgendered Populations* (2<sup>nd</sup> Ed., pp. 333-351). New York, NY: Routledge.
- Hill, D.B. (2006). On the "origins" of gender. In K. Scott-Dixon (Ed.), *Trans/Forming feminisms: Trans feminist voices speak out* (pp. 39-45). Toronto, ON: Sumach Press.
- Hill, D.B., Rozanski, C., Carfagnini, J., & Willoughby, B. (2006). Gender identity disorder in children and adolescents: A critical review. In D. Karasic & J. Drescher (Eds.), *Sexual and gender diagnoses of the Diagnostic and Statistical Manual (DSM): A reevaluation* (pp. 7-33). Binghamton, NY: Haworth Press.
- Hill, D.B., & Kral, M. (2003). Convergences and conjunctions at the crossroads. In D.B. Hill & M. Kral (Eds.), *About psychology: Essays at the crossroads of philosophy, theory, and history* (pp. 1-33). Albany, NY: State University of New York Press.
- Hill, D.B. (2002). Genderism, transphobia, and genderbashing: A framework for interpreting anti-transgender violence. In B. Wallace & R. Carter (Eds.), *Understanding and Dealing with Violence: A Multicultural Approach* (pp. 113-136). Thousand Oaks, CA: Sage.

- Hill, D.B. (2000). Transvestism. In T. Murphy (Ed.), *Reader's Guide to Gay and Lesbian Studies* (pp. 592-4). New York: Fitzroy Dearborn.
- Hill, D.B. (1996). The postmodern reconstruction of self. In C. Tolman, F. Cherry, R. van Hezewijk, & I. Lubek (Eds.), *Problems of Theoretical Psychology* (pp. 265-273). North York, ON: Captus Press.

#### ENCYCLOPEDIA/DICTIONARY ENTRIES

- Hill, D.B. (2006). Psychology: 20<sup>th</sup>/21<sup>st</sup> Century. In A. Soble (Ed.), *Sex From Plato to Paglia: A Philosophical Encyclopedia* (Vol. 2, pp. 885-894). Westport, CT: Greenwood Press.

### 8. OTHER PUBLICATIONS

#### PRINT AND ELECTRONIC

##### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

- Hill, D. B. (2005). Trans/gender/sexuality: A research agenda. In *Enhancing the Health and Well-Being of LGBT Individuals, Families, and Communities: Building a Social Work Research Agenda* (pp. 9-10). Washington, DC: Institute For The Advancement Of Social Work Research.
- Hill, D.B. (1999). Claude Cahun. *Canadian Art*, 16(2), 82.
- Hill, D.B. (1998). Audible gestures: The metaphysics of presence. *Artfocus*, Winter, 21.
- Hill, D.B. (1996). Deconstructing gender dualism through transgender photography. *Blackflash*, 14(3), 9-12.
- Kral, M.J. & Hill, D.B. (1996). Convergent trends, conjunctive turns. *History and Philosophy of Psychology Bulletin*, 8(2), 4-6.
- Hill, D.B. (1994). Editorial. *History and Philosophy of Psychology Bulletin*, 6(2), 4.

##### BOOK REVIEWS

- Tenenbaum, H., & Hill, D.B. (2006). [Review of the book *Brain gender*]. *Feminism & Psychology*, 16, 495-501.
- Hill, D.B. (2002). [Review of the book *The body and psychology*]. *Canadian Psychology*, 42, 55-57.
- Hill, D.B. (2002). [Review of the book *Female masculinity*]. *Journal of Men=s Studies*, 10, 237-239.
- Hill, D.B. (1999). Generations, social constructions, and the psychological subject [Review of the book *Reconstructing the psychological subject: Bodies, practice, and technologies*]. *History and Philosophy of Psychology Bulletin*, 11(2), 14-17.
- Hill, D.B. (1999). The person in psychology [Review of the book *Toward a psychology of persons*]. *History and Philosophy of Psychology Bulletin*, 11(1), 40-42.

### 9. IN PROGRESS (Optional)

#### PRINT AND ELECTRONIC

## BOOKS IN PREPARATION

Hill, D.B. *Trans Toronto: An Oral History*. Toronto, ON: University of Toronto Press.  
Completion date: Summer 2011.

## 11. CURRICULUM DEVELOPMENT

### NEW COURSE OR PROGRAM DESIGN

2006 Developed new course “Contemporary Issues in Human Sexuality (PSY. 335)”  
2004 Developed new course “Experimental Psychology: Social and Personality Psychology (PSY. 334)”

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER

Ad Hoc Reviewer: *Psychological Bulletin*, *Cambridge University Press*, *John Wiley and Sons*, *Pearson Education*, *Nelson Thompson Learning*, *Temple University Press*, *McGraw-Hill Ryerson*, *Sage Publications*, *Psychology of Women Quarterly*, *British Journal of Developmental Psychology*, *Journal of Social and Personal Relationships*, *Sex Roles*, *Psychological Bulletin*, and *Psychology and Sexuality*.

### LECTURES AND PAPERS PRESENTED

Hill, D.B. (2010, Apr). *A national survey of parents and their gender variant offspring*. Presentation to the Psychology Developmental Program, City University of New York Graduate Center, New York, NY.

Hill, D.B. (2010, Feb). *Insights from an affirmative intervention with parents and their gender variant children and adolescents*. Colloquium presented to the Department of Psychology, Kingston University, London, UK.

Tenenbaum, H., Hill, D.B., Joseph, N.E., & Roche, E. (2009, April). *It's a boy because he's drawing a picture": Children's early gender knowledge*. Paper presented to the annual meeting of the Society for research in Child Development, Denver.

Hill, D.B., & Starogiannis, H. (2009, Jan). *Sex at Willowbrook State School (1951-1975): An archival and oral history*. Colloquium presented to the Department of Psychology, College of Staten Island, City University of New York.

Hill, D.B. (2008, February). *A trans theory of gender: Insights from the Trans Toronto Oral History Project*. Paper presented to the annual meeting of the Midwinter Meeting of the American Psychological Association Division 24, Miami.

Hill, D.B., Menvielle, E.J., Sica, K., & Johnson, A. (2006, May). *The parent's perspective on gender variant children and adolescents: Concerns, hopes, and joys*. Paper presented to the annual convention of the American Psychiatric Association, Toronto.

- Menvielle, E.J., Hill, D.B., Tuerk, C., Hanley, T., & Henry, J. (2006, May). *Effectiveness of group interventions for parents of gender-variant children*. Paper presented to the annual convention of the American Psychiatric Association, Toronto.
- Menvielle, E., Hill, D.B., Tuerk, C., Henry, J., & Hanley, T. (2005, October). *An on-line group for parents of gender-variant children*. Poster presented to the Scientific Proceedings of the Annual Meeting of the American Academy of Child and Adolescent Psychiatry, Toronto.
- Hill, D.B. (2005, October). *Negativity to gender non-conformity: Experiences and correlates*. Colloquium presented to the Department of Psychology, College of Staten Island, City University of New York.
- Burr, A., & Hill, D.B. (2005, June). *Who hates gender outlaws?: Moral Dogmatists and religious fundamentalists*. Poster presented to the annual convention of the Canadian Psychological Association, Montreal.
- Hill, D.B. (2005, June). *Trans/Gender/Sexuality: A research agenda*. Invited address to the Institute for the Advancement of Social Work Research Symposium, Washington, DC.
- Hill, D.B. (2004, December). *Gender variance in non-adult case studies: An affirmative phenomenological approach*. Paper presented to the Child Developmental Program, Department of Psychology, City University of New York Graduate Center.
- Hill, D.B. (2004, October). *Who hates gender outlaws?* Colloquium presented to the Department of Psychology, Brooklyn College, City University of New York.
- Hill, D.B. (2004, July). *Coming to terms: Using technology to know identity*. Paper presented to the annual convention of the American Psychological Association, Honolulu.
- Hill, D.B. (2004, May). *Gender variance in children and adolescents: A critical interpretation of case studies*. Paper presented to the annual convention of the American Psychiatric Association, New York.
- Hill, D.B. (2003, November). *"Feminine" heterosexual men: Subverting patriarchal sexual scripts?* Paper presented to the annual convention of the Society for the Scientific Study of Sexuality, San Antonio.
- Hill, D.B., Rozanski, C., Carfaginni, J., & Willoughby, B. (2003, May). *Gender identity disorder in children and adolescents: A critical review*. Paper presented to the annual meeting of the American Psychiatric Association, San Francisco.
- Bloomfield, S., & Hill, D.B. (2002, November). *The psychological impact of break-ups: The effects of perceived control and break-up intensity on identity and intimacy concerns*. Poster presented to the annual convention of the Society for the Scientific Study of Sexuality, Montreal.
- Hill, D.B. (2002, October). *Conceptualizing anti-trans violence*. Invited address to the Simone du Beauvoir Institute, Concordia University, Montreal.
- Hill, D.B. (2002, November). *Telling trans stories*. Paper presented to the annual convention of the Society for the Scientific Study of Sexuality, Montreal.
- Willoughby, B., & Hill, D.B. (2002, November). *Who hates transsexuals, transgenderists, and crossdressers?: An explanatory model*. Roundtable presented to the annual convention of the Society for the Scientific Study of Sexuality, Montreal.
- Willoughby, B., & Hill, D.B. (2002, June). *Genderism and transphobia: Scale validation using a sample of parents*. Poster presented to the Annual Convention of the Canadian Psychological Association, Vancouver.

- Hill, D.B. (2001, June). *Trans discourse: More than just essentialism vs. constructionism*. Paper presented to the Biannual International Society for Theoretical Psychology Conference, Calgary.
- Hill, D.B. (2000, October). "*Die Transvestiten*": *Crossdressing in the early 1900s*. Paper presented to the annual meeting of the Canadian Sex Research Forum, Ottawa.
- Hill, D.B. (2000, October). *On the origins of gender*. Paper presented at the Fourth International Congress on Crossdressing, Sex and Gender Issues, Philadelphia, PA.
- Kral, M.J. & Hill, D.B. (1999, May). *Psychology=s frames of mind*. Paper presented to the Annual Convention of the Canadian Psychological Association, Halifax.
- Hill, D.B. (1999, February). *Personal identification through body modification*. Invited address to the University of Guelph Student=s Association, Guelph.
- Hill, D.B. (1998, November). *Where is the disorder in gender identity disorder?* Colloquium presented to the Department of Psychology, Windsor Regional Hospital, Windsor.
- Hill, D.B. (1998, August). *Transgender perspectives on gender: Either/or, both/and, and neither/nor*. Paper presented to the Annual Convention of the American Psychological Association, San Francisco.
- Hill, D.B. (1998, May). *Barriers to service*. Workshop presented to the AIDS Committee of Windsor annual Youth Project Series "Serving Transgender Clients." Windsor, Ontario.
- Hill, D.B. (1998, May). *Introduction to sex, gender, and transgender*. Workshop presented to the AIDS Committee of Windsor Annual Youth Project Series "Serving Transgender Clients." Windsor, Ontario.
- Hill, D.B. (1998, March). *Three transgender perspectives on gender categories*. Paper presented to the International Federation of Gender Education, Toronto.
- Hill, D.B. (1997, August). *Knowing the postmodern self*. Paper presented to the Annual Convention of the American Psychological Association, Chicago.
- Hill, D.B., & Morf, M. (1997, June). *Undoing theory/practice dualism: Joint action and knowing from within*. Paper presented to the Annual Convention of the Canadian Psychological Association, Toronto.
- Hill, D.B. (1997, June). *Transgender photography: A critical view of modern gender identity*. Paper presented to the Second International Congress on Sex and Gender Issues, King of Prussia, PA.
- Hill, D.B. (1996, June). *Deconstructing the dualism of modern identity in transgender photography*. Paper presented to the Canadian Lesbian and Gay Studies Association, Annual Learned Societies Congress, St. Catherines.
- Hill, D.B. (1996, May). *What is the postmodern self?: An ontology and its opposition*. Paper presented to the History and Philosophy Section, Annual Learned Societies Congress, St. Catherines.
- Hill, D.B. (1995, October). *Subjectivity in cultural context: The postmodern self*. Paper presented to the Social Area Colloquium Series, Department of Psychology, University of Windsor, Windsor.
- Hill, D.B. (1995, May). *The postmodern reconstruction of self*. Paper presented to the Biannual International Society for Theoretical Psychology Conference, Ottawa.
- Hill, D.B. (1994, July). *Of discourse: Deconstructing the psychology of language*. Paper presented to the Annual Convention of the Canadian Psychological Association, Penticton.



- Hill, D.B., & Zitney, D. (1992, November). *Practicing Fourth Generation Evaluation*. Paper presented to the Annual Convention of the American Evaluation Association, Seattle.
- Morf, M., & Hill, D.B. (1992, August). *More on bridging the gap between theory and practice*. Paper presented to the Annual Convention of the American Psychological Association, Washington.
- Hill, D.B. (1992, June). *Democratization in social psychology: From Dewey to the critical theorists*. Paper presented to the Annual Convention of the Canadian Psychological Association, Quebec City.
- Hill, D.B. & Chartier, B. (1991, June). *The criminalization of consumers of mental health services: A typology of offenders and non-offenders*. Poster presented to the Annual Convention of the Canadian Psychological Association, Calgary.
- Hill, D.B. & Bridge, G. (1990, May). *Court-ordered assessments under the Young Offenders Act: A process evaluation*. Paper presented to the Annual Convention of the Canadian Psychological Association, Ottawa.
- Hill, D.B. (1990, March). *Consumers of mental health services and the law: What's happening and what can be done?* Paper presented to the Mental Health Coalition and Department of the Secretary of State of Canada Annual Conference, Saskatoon.
- Beneteau, M. & Hill, D.B. (1990, January). *Crysler Residence survey of past residents: An outcome evaluation*. Poster presented to the Saskatchewan Health Research Board Conference, Saskatoon.
- Hill, D.B. & Bridge, G. (1989, June). *An evaluability assessment of a young offenders program*. Paper presented to the Annual Convention of the Canadian Psychological Association, Halifax.
- Hill, D.B. & Gordon, A. (1988, November). *Social competence in aggressive inmates*. Paper presented to the Research Forum, Regional Psychiatric Centre, Saskatoon.
- Gordon, A. & Hill, D.B. (1988, June). *Assessing sexual arousal in pedophiles*. Paper presented to the Annual Convention of the Canadian Psychological Association, Montreal.
- Gordon, A. & Hill, D.B. (1987, June). *Prosocial response knowledge and ability in aggressive inmates*. Paper presented to the Annual Convention of the Canadian Psychological Association, Vancouver.

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

International Society for Theoretical Psychology (1995-2007)  
 Society for the Scientific Study of Sexuality (1999-2011)  
 American Psychological Association:  
     Theoretical and Philosophical Psychology (1989-2011)  
     History of Psychology (1989-2011)

### 13. RECORD OF TEACHING AT CSI (list courses taught)

#### *Courses Taught*

Introductory Psychology  
 Social Psychology  
 Theories of Personality

Psychology of Women  
 Experimental Psychology: Social and Personality  
 History and Systems of Psychology  
 Contemporary Issues in Human Sexuality

*Honors Theses Supervision*

Kristin Sica “Treating Parents Who Have Children with Gender Identity Disorder” (Spring 2005)  
 Justine Claudio “Women Who Love Men Who Crossdress” (Spring 2006)  
 Helen Starogiannis “Regulating Sexuality and Gender at Willowbrook” (Fall/Spring 2007)  
 Jeannemarie Leone “An Affirmative Interpretation of Case Studies on Gender Variant Youth” (Fall/Spring 2007-8)  
 Irina Kopeykina “Aging and the Sexual Self-Schema: How Age Affects a Woman's Sexual Self” (Fall/Spring 2007-8)  
 Peter Buratti “The Sexuality and Gender of Nontraditional Men: He’s a Little Bit Effeminate, but He’s Cute” (Fall/Spring 2008-9)  
 Samantha Balestriere “Female Teachers and Their Sexual Relationships With Students: What Can the Media Tell Us?” (Fall/Spring 2008-9)

*Independent Study Supervision*

Justine Claudio “Case Reports of Children and Adolescents with Gender Identity Disorder” (Spring 2005)  
 “Feminism and Crossdressing Men” (Fall 2005)  
 Yadira Del Rio “Impact of Break-ups” (Spring 2006)  
 Karen Pastore “Impact of Break-ups” (Fall/Spring 2006)  
 Helen Starogiannis “Gender and Sexuality at Willowbrook State School” (Fall/Spring, 2006-7).  
 Mariya Bobrova “Pavlov’s Women Collaborators” (Spring 2007)  
 Anna Mender “The Psychology of Animal Rights Activists” (Spring 2007)  
 Elizabeth Iaonne “Psychological Research” (Fall 2007)  
 Natalia Gontowicz “Feminine Heterosexual Men” (Fall/Spring 2007-8)  
 Marissa Silvestro “Gender Research (Fall/Winter 2008)  
 Lisa Marie LaBruzzo “Gender Research” (Fall 2008)  
 Jessica Biovana “Crossdressers and the Women Who Love Them (Fall 2010-Spring 2011)

*Doctoral Dissertation Outside Reader*

Kim Rybacki, CUNY Graduate School, “Adolescent Girls and the Martial Arts” (Spring 2010)  
 Kim Felsenthal, CUNY Graduate School, “Learning To Become A Woman In A Collective Transcape: A Look Inside Transy House” (Spring 2009)  
 Eric Blumberg, Saybrook Graduate School, “The Voices of Highly Sexual Women” (Spring 2007)

**14. RECORD OF SERVICE**

## COMMUNITY

Founder of *Trans NYC*, an interdisciplinary, inter-institutional research group for over 70 New York-based academics, graduate and undergraduate students interested in transgender studies.

## CSI

Sexual Harassment Awareness and Intake Committee (2007-present)

Remembering Willowbrook Planning Committee (2007-2008)

Honor's College Committee (2005-2009)

Committee on Excellence in Learning Technology (2004-2007)

CELT Mini-Grant Review Committee (2004-2007)

Women's Studies Executive Committee (2003-2009)

## DEPARTMENT/PROGRAM

Deputy Chair, Psychology (2007-2009, 2010-2011)

Psychology Outcomes Assessment Committee Co-Chair (2008-2009)

Psychology Outcomes Assessment Committee Chair (2010-2011)

Psychology Experimental Search (2008)

Psychology Writing Across the Curriculum Committee (2006-2007)

Psychology Representative to the CSI Open House (2006)

Psychology Commencement Marshall (2005)

Psychology Department Colloquium Chair (2004-2005)

Psychology Developmental Search Committee (2003-2004)

The College of Staten Island/CUNY

CURRICULUM VITAE

Date of preparation: 9/1/11

Signature \_\_\_\_\_

1. **NAME: Sandra L. Hunt**

**CURRENT TITLE: Assistant Professor**

**DEPARTMENT: Psychology**

**CURRENT SALARY:**

2. **RECOMMENDATION FOR** (check one)

**EFFECTIVE DATE** \_\_\_\_\_

\_\_\_\_\_ Initial appointment

\_\_\_\_\_ Third Reappointment

\_\_x\_\_ Tenure

\_\_\_\_\_ First Reappointment

\_\_\_\_\_ Fourth Reappointment

\_\_\_\_\_ Promotion to Associate Professor

\_\_\_\_\_ Second Reappointment

\_\_\_\_\_ Fifth Reappointment  
with Tenure

\_\_\_\_\_ Promotion to Professor

\_\_\_\_\_ Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and Field(s), date conferred)

University of Massachusetts at Amherst; 1996-2001, Ph.D. Clinical Psychology.

Southern Illinois University; 1992-1995, M.A. Clinical Psychology.

University of Missouri-St. Louis; 1989-1991, B.A. Psychology.

**ADDITIONAL HIGHER EDUCATION** (Institutions, dates attended, courses, etc.)

NYS Licensed Psychologist (# 015456)

Columbia Presbyterian Medical Center/Cornell University, Weill Medical College (Dual Appointments), New York, NY; 7/2001-10/2002, Postdoctoral Fellowship, Neuropsychology in Psychiatry.

Yale University School of Medicine, New Haven, CT; 7/2000-7/2001, Predoctoral Internship, Department of Psychiatry.

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of St. Island	9/04-Present	Asst. Prof .	FT	Psychology	Tenured
U of Massachusetts	5/98-5/00	Instructor	PT	Psychology	N/A
Mt. Holyoke College	9/98-5/99	Adjunct	PT	Psychology	N/A
Smith College	1/98-5/98	Adjunct	PT	Psychology	N/A

**OTHER** (Institutions, dates, titles)

New York University Medical Center, Rusk Institute, 3/03-10/04, Neuropsychologist

Bronx Lebanon Hospital, Child Study Center, Albert Einstein College of Medicine, 4/02-8/03  
Neuropsychologist (Consultant)

Columbia Presbyterian Medical Center/Cornell University Weill Medical College, 7/01 – 8/02,  
Neuropsychology Fellow

Yale University School of Medicine Neuropsychological Assessment Service, 7/00-7/01,  
Neuropsychology Fellow

Gaylord Rehabilitation Hospital, Wallingford, CT, 7/00-7/01, Neuropsychology Fellow

Brown University School of Medicine, Providence, RI, 9/99-6/00, Neuropsychology Practicum Student

John C. Corrigan Mental Health Center, Harvard Medical School, 9/98-5/99, Psychological  
Assessment Practicum Student

Psychiatric Emergency Services, Northampton, MA, 6/97-6/00, Crisis Clinician

## 5. **ACADEMIC AND PROFESSIONAL HONORS**

Kathryn P. Skinner Award for Academic Excellence-1995-Southern Illinois University

## 6. **PEER-REVIEWED GRANTS** (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Date Submitted</u>	<u>PI</u>
PSC CUNY-Awarded	Symptom validity testing in patients with schizophrenia: Examination of the Validity Indicator Profile, and the Test of Memory Malingering.	\$3,000	9/2008	Hunt, S.

## 7. **REFEREED PUBLICATIONS** (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)

### **PRINT AND ELECTRONIC**

#### REFEREED ARTICLES

Hunt, S., & Wisocki, P.A. (2009). The Worry-Scale Revised: Psychometric properties and worry trends in a nationwide sample of older adults. *The Psychology Journal*, 6 (3), 48-59.

Hunt, S.L., Wisocki, P.A. & Roger, T.R. (2009). "What, me worry?" A review of the literature on worry and the older adult. *The Behavior Therapist*, 32,(1), 9-16.

Hunt, S.L. & Wisocki, P.A. (2008). Balancing science and practice in clinical psychology training programs: A survey of training directors. *The Behavior Therapist*, 31 (5), 78-106.

Hunt, S.L., Wisocki, P.A., & Simon, S. (2007). Physical health, worry, and use of coping strategies among a GAD and non-GAD college population. *The Psychology Journal*, 4 (1) 1-13.

Hunt, S.L., Wisocki, P.A. & Yanko, J. (2003). Worry and use of coping strategies among older and younger adults. *Journal of Anxiety Disorders*, 17, 547-560.

Kawamura, K., Hunt, S.L., Frost, R. & DiBartolo, P. (2001). Perfection, anxiety, and depression: Are the relationships independent? *Cognitive Therapy & Research*, 25 (3), 291-301.

Davies, R.D., Sieber, K.O., & Hunt, S.L. (1994). Age-cohort differences in treating symptoms of mental illness: A process approach. *Psychology and Aging*, 9 (3), 446-453.

## 8. OTHER PUBLICATIONS

## 9. IN PROGRESS (Optional)

### PRINT AND ELECTRONIC

#### SUBMITTED FOR PUBLICATION (Dates submitted and manuscript pages)

Hunt, S., & Wisocki, P.A. (In Review). The experience of stress and anxiety in adults with mental retardation. *Journal of Autism and Developmental Disorders*, 36 pages, submitted 1/19/10.

#### IN PREPARATION

Hunt, S. (In preparation). Symptom validity testing in patients with Schizophrenia: An examination of the Validity Indicator Profile and the Test of Memory Malingering.

Hunt, S. (In preparation). The effect of depression on the Validity Indicator Profile: An examination of performance classifications.

Hunt, S., Goldsmith, P., & Marquez, R. (In preparation). Feigning cognitive impairment in the courtroom: A review of malingering instruments and a legal analysis.

## 10. REVIEWS OF CANDIDATE'S WORK

## 11. CURRICULUM DEVELOPMENT

Developed new course: Psychology and the Law (Fall, 2008)

Program Design: Co-designed curriculum for Master's in Mental Health Counseling

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER (Ad hoc)

- 2004      CNS Spectrum  
             Journal of the International Neuropsychological Society  
             American Journal of Geriatric Psychiatry.
- 2002-      Archives of Clinical Neuropsychology

## CONSULTANCIES

- 2011 Expert, Neuropsychology, Freehill, Hogan, & Mahar, LLP
- 2010 Expert, Neuropsychology, Worker's Compensation, Gary S. Levin, Esquire
- 2008-10 Expert, Clinical Psychology, Immigration Law, Law Firm of Alan Reiner
- 2007 Expert, Neuropsychology, Heidel, Petony, Murphy, & Bach, LPPC
- 2007 Expert, Clinical Psychology, Google
- 2005 Expert, Neuropsychology, Harris-Beach, LPPC.
- 2005 Expert, Neuropsychology, Capital Division of Legal Aid
- 2004 Expert, Neuropsychology, Knight, Manzi, Nussbaum, & LaPlaca
- 2004 Expert, Neuropsychology, Hoey, King, Toker, & Epstein

## LECTURES AND PAPERS PRESENTED

- 2008 "What, me worry?" A review of the literature on worry and the older adult. Presented at the Association of Behavioral and Cognitive Therapies, Orlando, Florida.
- 2005 A review of instruments to assess effort and malingering of cognitive symptoms in forensic neuropsychology. Rusk Institute of Rehabilitation Medicine, NYU Medical Center.
- 2004 Use of the WAIS-III and WMS-III in neuropsychological evaluations. Presented to psychology department interns, Rusk Institute of Rehabilitation Medicine, NYU Medical Center.
- 2003 Use of the WAIS-III and WMS-III in neuropsychological evaluations. Presented to psychology department interns, Rusk Institute of Rehabilitation Medicine, NYU Medical Center.
- 2000 The Northampton PTSD Coping Inventory: An instrument to assess coping skills among combat veterans. Presented at the Congress of the European Association for Behavioural and Cognitive Therapies, Granada, Spain.
- 1999 The balance of science and practice in Clinical Psychology graduate training programs. Presented at the annual meeting of the Council of University Directors of Clinical Psychology Programs, Boston, MA. (with P. Wisocki)
- 1999 Worry and use of cognitive coping strategies among older and younger adults. Presented at the annual conference of the Eastern Psychological Association, Providence, RI (with P. Wisoki)
- 1998 An examination of affect and personal standards for performance. Presented at the meeting of the Association for the Advancement of Behavior Therapy Washington, D.C. (with K. Kawamura).
- 1998 Development of a PTSD Coping Skills Inventory. Presented at the annual conference of the American Psychological Society, Washington, D.C.

## PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA. CURATORIAL ACTIVITIES

## CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association, Division 40  
 International Neuropsychological Society  
 New York Academy of Traumatic Brain Injury

### 13. RECORD OF TEACHING AT CSI

Psychology 100—Introduction to Psychology  
 Psychology 201—Foundations of Psychological Research  
 Psychology 202—Psychopathology  
 Psychology 332—Psychological Tests & Measurements  
 Psychology 315—Psychology and the Law

**\*\*Independent Study Supervision**

Dawn Chirello, Performance comparisons of two malingering measures in a psychiatric setting & Feigning cognitive impairment in the courtroom: A review of malingering instruments and a legal analysis (2007 & 2008).

**\*\*Honors Thesis Supervision:**

Rachel Rinaldo, A case study in traumatic brain injury (2006).

**\*\*SEEK Program Mentor**

Alham Jawei, Research Assistant (2006)

**Courses Taught Prior to CSI:**

Introduction to Psychology, Research Design and Methodology, Abnormal Psychology, Psychological Tests and Measurements, Junior Writing Seminar: Advanced Topics in Clinical Psychology

### 14. RECORD OF SERVICE

#### NATIONAL

2007--Present Hardship Evaluations (Immigration), Law Firm of Alan Reiner  
 2006--2007 Neuropsychological Assessments, "Project Innocence"

#### COMMUNITY

#### CUNY

#### CSI

2009-present MHC Core Faculty Committee  
 2006--present Institutional Animal Care and Use Committee  
 2008--2010 Graduate Studies Committee  
 2009 Interim Deputy Director, Mental Health Counseling Program  
 2009 Search Committee-CSI Department of Psychology  
 2007-2009 Wrote proposal for Master's Program in Mental Health Counseling  
 2006--2009 Student Disciplinary Committee  
 2005--2007 FIRST Faculty Development Program  
 2007 Writing across the Curriculum Committee  
 2005 Pluralism and Diversity Committee  
 2005 Search Committee-CSI Counseling Center



**DEPARTMENT/PROGRAM**

2010	Graduation Marshall
2008	New Student Orientation
2007-present	Search Committee, Psychologist, MHC Program
2005	Coordinator, Psychology Colloquium Series
2004	Presenter, Careers in Psychology

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation 12-15-09

Signature \_\_\_\_\_

1. **NAME** Benjamin Kest, Ph.D.

**CURRENT TITLE** Associate Professor    **DEPARTMENT** Psychology

**CURRENT SALARY** \$ \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one)    **EFFECTIVE DATE** \_\_\_\_\_

Initial appointment     Third Reappointment     Tenure  
 First Reappointment     Fourth Reappointment     Promotion to Associate Professor  
 Second Reappointment     Fifth Reappointment with Tenure     Promotion to Professor  
 Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

City University of NY	1989-1991	Ph.D.	Psychology	1991
Queens College	1985-1989	MA	Psychology	1989
New York University	1982-1985	BA	Psychology	1985

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	11-	Prof.	FT	Psychology	Yes
College of Staten Island	02-10	Assoc. Prof.	FT	Psychology	Yes
Graduate Center/CUNY	97-	Graduate Faculty	FT	Psychology	
Graduate Center/CUNY	97-	Graduate Faculty	FT	Biology	
College of Staten Island	97-01	Asst. Prof.	FT	Psychology	No
Yeshiva University	96-98	Adjunct	PT	Psychology	No
UCLA	91-93	Adjunct	PT	Psychology	No

OTHER (Institutions, dates, titles)

## RESEARCH

<u>Institution</u>	<u>Dates</u>	<u>Department</u>	<u>Title</u>
McGill University	2005	Psychology	Visiting Researcher
The College of Staten Island	2002-	Psychology	Associate Professor
The College of Staten Island	97-01	Psychology	Assistant Professor
Cornell University Medical College	93-97	Pharmacology	Senior Post-Doctoral Fellow
UCLA Neuropsychiatric Institute	91-93	Psychiatry	Post-Doctoral Fellow
Queens College, CUNY	86-91	Psychology	Research Assistant

## 5. ACADEMIC AND PROFESSIONAL HONORS

2002, 2008	Presidential Fellowship Award, the College of Staten Island/CUNY
1998	Dean's Reassigned Time Research Award, the College of Staten Island/CUNY
1993-1996	Postdoctoral Research Fellowship, the Aaron Diamond Foundation
1991-1993	Research Service Award Training Grant, National Institute of Mental Health
1989	Inducted, Sigma XI National Research Honor Society

## 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs.Total</u>	<u>Date Submitted</u>	<u>PI/Co-PI</u>	<u>Status</u>
American Federation for Addiction Research	Gene mapping of heroin dependency in mice using the AcB/BcA recombinant congenic set	45,617	All Direct	2/10	PI	Pending
CUNY Collaborative Incentive Award	Methamphetamine neurotoxicity	60,000	All Direct	2/10	Co-PI	Awarded
NIH (NIDA)	Interactions between environmental-contextual factors and opioid and non-opioid systems mediating the effect of morphine on nociception, tolerance, and withdrawal in mice	445,575	307,612 Direct	10/09	Co-PI	Declined
PSC/CUNY Round 41	Assaying the contribution of morphine-3-glucuronide to morphine hyperalgesia II	2,844	All Direct	10/09	PI	Awarded
PSC/CUNY Round 40	Assaying the contribution of morphine-3-glucuronide to morphine hyperalgesia	4,000	All Direct	10/08	PI	Awarded

PSC/CUNY Round 39	Contribution of <i>Gnao1</i> to the genetic variance associated with heroin withdrawal severity	4,000	All Direct	10/07	PI	Awarded
PSC/CUNY Round 38	Effect of antisense probes on the genetic variance associated with heroin withdrawal severity	3,805	All Direct	10/06	PI	Awarded
PSC/CUNY Round 36	Genetic correlation between morphine hyperalgesic systems	2,700	All Direct	10/04	PI	Awarded
PSC/CUNY Round 35	Pharmacology and genetics of heroin dependence	3,550	All Direct	10/03	PI	Awarded
CUNY Collaborative Incentive Award	Inbred strain survey of ingestive behavior	65,160	All Direct	2/03	Co-PI	Awarded
PSC/CUNY Round 34	Genetic control of spontaneous morphine withdrawal (renewal)	3,050	All Direct	10/02	PI	Awarded
PSC/CUNY Round 33	Genetic control of spontaneous morphine withdrawal	4,247	All Direct	10/01	PI	Awarded
PSC/CUNY Round 32	Sex-specific genetic mediation of supraspinal analgesia	4,700	All Direct	10/00	PI	Awarded
PSC/CUNY Round 31	Genetic determination of sex differences in morphine dependence	5,800	All Direct	10/99	PI	Awarded
NIH (NIDR) DE12735	Sex-specific genetic mediation of pain and analgesia	922,262	599,470 Direct	1/98	Co-PI	Awarded
PSC/CUNY Round 29	The role of sex and genotype in morphine tolerance	4,000	All Direct	10/97	PI	Awarded

**7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

**PRINT AND ELECTRONIC**

BOOKS

REFEREED ARTICLES

2010 JUNI A, CAI M, STANKOVA M, WAXMAN AR, AROUT C, KLEIN G, DAHAN A, HRUBY V, MOGIL JS, **KEST B**. Sex-specific mediation of opioid-induced hyperalgesia by the melanocortin-1 receptor. *Anesthesiology* **112**: 181-188.

- 2010 WAXMAN AR, JUNI A, KOWALCZYK WB, AROUT CA, STERNBERG WF, **KEST B**. Progesterone rapidly recruits female-typical opioid-induced hyperalgesic mechanisms. Physiology and Behavior, *In press*.
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- 2009 **KEST B**, SMITH SB, SCHORSCHER-PETCU A, AUSTIN JB, RITCHIE J, KLEIN G, ROSSI GC, FORTIN A, MOGIL JS. *GNAO1* ( $G_{\alpha o}$  protein) is a likely genetic contributor to variation in physical dependence on opioids in mice. Neuroscience *162*: 1255-1264.
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- 2009 WAXMAN AR, AROUT C, CALDWELL M, DAHAN A, **KEST B**. Acute and chronic fentanyl administration causes hyperalgesia independently of opioid receptor activity in mice. Neuroscience Letters *462*: 68-72.
- 2009 SIGTERMANS M, DAHAN A, MOOREN R, BAUER M, **KEST B**, SARTON E, OLOFSEN E. S(+)-ketamine effect on experimental pain and cardiac output: a population pharmacokinetic-pharmacodynamic modeling study in healthy volunteers. Anesthesiology *111*: 892-903.
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- 2008 DAHAN A, **KEST B**, WAXMAN AR, SARTON E. Sex-specific responses to opiates: animal and human studies. Anesthesia & Analgesia **107**: 83-95.
- 2008 JUNI A, KLEIN G, KOWALCZYK B, RAGNAUTH A, **KEST B**. Sex differences in hyperalgesia during morphine infusion: effect of gonadectomy and estrogen treatment. Neuropharmacology **54**: 1264-1270.
- 2007 JUNI A, KLEIN G, PINTAR JE, **KEST B**. Nociception increases during opioid infusion in opioid receptor triple knock-out mice. Neuroscience **147**: 439-444.
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- 1999 **KEST B**, JENAB S, BRODSKY M, MOGIL JS, SADOWSKI B, BELKNAP JK, INTURRISI CE. Mu and delta opioid receptor antinociception, binding density and mRNA levels in mice selectively bred for high and low analgesia. Brain Research 816: 381-389.
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- 1998 **KEST B**, LEE CE, JENAB S, KAO B, INTURRISI CE. Chronic naltrexone differentially affects supraspinal  $\delta$ -opioid receptor-mediated antinociception. European Journal of Pharmacology 345: 47-53.
- 1997 MCLEMORE G, **KEST B**, INTURRISI CE. The effects of LY293558, an AMPA receptor antagonist, on acute and chronic morphine dependence. Brain Research 778: 120-126.
- 1997 MOGIL JS, RICHARDS SP, O'TOOLE LA, HELMS ML, MITCHELL SR, **KEST B**, BELKNAP JK. Identification of a sex-specific quantitative trait locus mediating nonopioid stress-induced analgesia in female mice. Journal of Neuroscience 17: 7995-8002.
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- 1997 **KEST B**, LEE CE, MOGIL JS, INTURRISI CE. Blockade of morphine supersensitivity by an antisense oligodeoxynucleotide targeting a delta opioid receptor (DOR-1). Life Sciences **60**: PL155-PL159.
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- 1995 **KEST B**, JENAB S, INTURRISI CE. Levels of delta opioid receptor mRNA in morphine tolerant mice. Analgesia **3**: 195-200.
- 1995 MOGIL JS, FLODMAN P, SPENCE MA, STERNBERG WF, **KEST B**, SADOWSKI B, LIEBESKIND JC, BELKNAP JK. Oligogenic determination of morphine analgesic magnitude: a genetic analysis of selectively bred mouse lines. Behavior Genetics **25**: 397-406.
- 1995 MOGIL JS, MAREK P, FLODMAN P, SPENCE MA, STERNBERG WF, **KEST B**, SADOWSKI B, LIEBESKIND JC. One or two genetic loci mediate high opiate analgesia in selectively bred mice. Pain **60**: 125-135.
- 1995 STERNBERG WF, MOGIL JS, **KEST B**, PAGE GG, LIEBESKIND JC. Neonatal testosterone exposure influences neurochemistry of non-opiate swim stress-induced analgesia in adult mice. Pain **63**: 321-326.
- 1995 ELLIOTT KJ, **KEST B**, MAN A, KAO B, INTURRISI CE. NMDA receptors, mu and kappa opioid tolerance, and perspectives on new drug development. Neuropsychopharmacology **13**: 347-356.
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- 1995 **KEST B** and INTURRISI CE. The AMPA receptor antagonist LY293558 attenuates mu but not kappa opioid tolerance. NIDA Research Monograph 162:225.
- 1994 **KEST B**, JENAB S, BRODSKY M, ELLIOTT KJ, INTURRISI CE. Supraspinal delta opioid receptor (DOR) mRNA levels are not altered in [D-Ala<sup>2</sup>]deltorphan II tolerant mice. Journal of Neuroscience Research 39: 674-679.
- 1994 **KEST B**, JENAB S, INTURRISI CE. [D-Ala<sup>2</sup>]Deltorphan II induced tolerance does not alter opioid receptor (DOR) mRNA levels in mouse CNS. Regulatory Peptides 54: 147-148.
- 1993 VACCARINO AL, MAREK P, **KEST B**, WEBER E, KEANA JFW, LIEBESKIND JC. NMDA receptor antagonists, MK-801 and ACEA-1011, prevent the development of tonic pain following subcutaneous formalin. Brain Research 615: 331-334.
- 1993 MOGIL JS, STERNBERG WF, **KEST B**, MAREK P, LIEBESKIND JC. Sex differences in the antagonism of swim stress-induced analgesia: effects of gonadectomy and estrogen replacement. Pain 53: 17-25.
- 1993 VACCARINO AL, MAREK P, **KEST B**, BEN-ELIYAHU S, COURET LC Jr, KAO B, LIEBESKIND JC. Morphine fails to produce tolerance when administered in the presence of formalin pain in rats. Brain Research 627: 287-290.
- 1992 **KEST B**, MAREK P, LIEBESKIND JC. The specific N-methyl-D-aspartate (NMDA) receptor antagonist MK-801 blocks U-50,488, but not morphine antinociception. Brain Research 589: 139-142.

- 1992 **KEST B**, ORLOWSKI M, BODNAR RJ. Endopeptidase 24.15 inhibition and opioid antinociception. Psychopharmacology **106**: 408-416.
- 1991 **KEST B**, ORLOWSKI M, MOLINEAUX CJ, BODNAR RJ. Antinociceptive properties of inhibitors of endopeptidase 24.15. International Journal of Neuroscience **56**: 141-149.
- 1991 **KEST B**, ORLOWSKI M, BODNAR RJ. Increases in opioid-mediated swim antinociception following endopeptidase 24.15 inhibition. Physiology and Behavior **50**: 843-845.
- 1991 KEPLER KL, STANDIFER K, PAUL D, **KEST B**, PASTERNAK GW, BODNAR RJ. Gender effects and central opioid analgesia. Pain **45**: 87-94.
- 1991 LUBIN E, **KEST B**, BODNAR RJ. Differential actions of central alloxan upon opioid and nonopioid antinociception in rats: a further examination. Brain Research Bulletin **27**: 35-39.
- 1989 KEPLER KL, **KEST B**, KIEFEL J, COOPER M, BODNAR RJ. Roles of gender, gonadectomy, and estrous phase in the analgesic effects of intra-cerebroventricular morphine in rats. Pharmacology, Biochemistry, and Behavior **34**: 119-127.
- 1987 BODNAR RJ, ROMERO MT, **KEST B**, STONE E. Reduction in 2-deoxy-D-glucose analgesia following acute, but not chronic antidepressant treatment. Psychopharmacology **91**: 207-208.
- 1987 YOBURN BC, TRUESDELL LS, **KEST B**, INTURRISI CE, BODNAR RJ. Chronic opioid antagonist treatment facilitates nonopioid, stress-induced analgesia. Pharmacology, Biochemistry, and Behavior **27**: 525-527.

## CHAPTERS IN BOOKS

- 2010 BODNAR RJ, LEWIS SR, **KEST B**. Feeding and Drinking. In: Handbook of Behavioral Genetics in the Mouse. Volume I. Genetics of Behavioral Phenotypes (Eds.: W.E. Crusio, F. Sluyter, R.T. Gerlai) Cambridge University Press, New York (In press).
- 1998 **KEST B**, SARTON E, MOGIL JS, DAHAN A. Opioid-induced analgesia and respiratory depression: Sex differences. In: The Physiology and Pharmacology of Cardio-Respiratory Control (Eds.: A. Dahan, L. Teppema, J. van Beek) Kluwer Academic Publishers, Dordrecht, pp. 93-100.

## REFEREED PROCEEDINGS

- 1994 **KEST B**, MOGIL JS, STERNBERG WF, PECHNICK RN, LIEBESKIND JC. Haloperidol increases pain behavior following peripheral tissue injury. Proceedings of the Western Pharmacology Society 37: 89-90.
- 1993 BEN-ELIYAHU S, PAGE GG, MAREK P, **KEST B**, TAYLOR AN, LIEBESKIND JC. The NMDA receptor antagonist MK-801 blocks non-opioid stress-induced analgesia and decreases tumor metastasis in the rat. Proceedings of the Western Pharmacology Society 36: 293-298.
- 1993 **KEST B**, MOGIL JS, STERNBERG WF, LIEBESKIND JC, SADOWSKI B. Evidence for the up-regulation of kappa opiate mechanisms in mice selectively bred for high analgesia. Proceedings of the Western Pharmacology Society 36: 249-253.
- 1993 **KEST B**, MOGIL JS, BEN-ELIYAHU S, KAO B, LIEBESKIND JC, MAREK P. The NMDA receptor antagonist MK-801 protects against the development of morphine tolerance after intrathecal administration. Proceedings of the Western Pharmacology Society 36: 307-310.

## ENCYCLOPEDIA/Dictionary ENTRIES

## SERIES EDITORSHIPS

## CREATIVE WORKS (Indicate juried, invited)

## PERFORMANCES

## 8. OTHER PUBLICATIONS

### PRINT AND ELECTRONIC

#### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

#### NON-JURIED CREATIVE WORKS AND PERFORMANCES

#### BOOK REVIEWS

#### ABSTRACTS

## 9. IN PROGRESS (Optional)

### PRINT AND ELECTRONIC

#### SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

## **10. REVIEWS OF CANDIDATE'S WORK**

## **11. CURRICULUM DEVELOPMENT**

### **NEW COURSE OR PROGRAM DESIGN**

#### **CSI**

1999 Participated in developing curriculum of M.A. program in Neuroscience and Developmental Disabilities

#### **PSYCHOLOGY DEPARTMENT**

1998 PSY 216: Drugs and Behavior

2000 PSY 239: Physiological Psychology II: Motivated Behavior

## **12. OTHER PROFESSIONAL ACTIVITIES**

### **ACTIVITIES AS REVIEWER**

European Journal of Pain

Journal of Bioscience

Journal of Pharmacology and Experimental Therapeutics

Neuropharmacology

PAIN

Pharmacology, Biochemistry, and Behavior

Physiology and Behavior

### **TECHNICAL REPORTS**

### **PATENTS**

### **CONSULTANCIES**

### **LECTURES AND PAPERS PRESENTED**

#### **INVITED LECTURES**

2010 Faculty Research Series, Sophie Davis School of Biomedical Education, New York

2009 Craniofacial Pain Clinic, White-Memorial Medical Center, Los Angeles

2009 Neuro-immunology Program, Tel Aviv University, Israel

2009 Department of Anesthesiology, Leiden University Medical Center, the Netherlands

2008 Seminar Series, Center for Developmental Neuroscience, CSI/IBR, New York

- 2004 Pain Genetics Research Program, McGill University, Canada
- 2004 Colloquium Series, Neuropsychology Doctoral Program, Queens College, New York
- 2003 Seminar Series, Center for Developmental Neuroscience, CSI/IBR, New York
- 2000 Seminar Series, Center for Developmental Neuroscience, CSI/IBR, New York
- 1997 Seminar Series, Center for Developmental Neuroscience, CSI/IBR, New York
- 1996 Colloquium Series, Neuropsychology Doctoral Program, Queens College, New York
- 1993 Comprehensive Cancer Center, Cedars-Sinai Medical Center, Los Angeles
- 1993 Craniofacial Pain Clinic, White-Memorial Medical Center, Los Angeles
- 1993 Interdepartmental Pain Study Group, Cedars-Sinai Medical Center, Los Angeles
- 1992 Bio-behavioral Sciences Seminar, Neuropsychiatric Institute, UCLA, Los Angeles

**PRESENTATIONS (\*indicates a CSI or CUNY doctoral student co-presenter)**

- 2010 Surveying acute morphine hyperalgesic magnitude in inbred mouse strains (w/ WAXMAN AR\*, CALDWELL M\*, AROUT CA\*). Society for Neuroscience, Annual Conference, San Diego.
- 2010 C-fos activation in the periaqueductal grey following acute morphine-3 $\beta$ -glucuronide administration (w/ AROUT CA\*, D. McCLOSKEY). Society for Neuroscience, Annual Conference, San Diego.
- 2009 Do pronociceptive opioid metabolites mediate opioid-induced hyperalgesia? (w/ AROUT CA\*, WAXMAN AR\*, DAHAN A, van de WETERING K). Society for Neuroscience, Annual Conference, Chicago.
- 2009 The contribution of spinal and supraspinal loci to opioid-induced hyperalgesia. (w/ WAXMAN AR\*, CALDWELL M\*, AROUT CA\*, ROSSI G). Society for Neuroscience, Annual Conference, Chicago.
- 2009 Differential expression of alternatively spliced variant mRNAs from the mu opioid receptor (OPRM1) gene in brain regions of four inbred mouse strains. (w/ XU J, XU M, ROSSI GC, PASTERNAK GW, PAN Y-X). Society for Neuroscience, Annual Conference, Chicago.
- 2008 M6G hyperalgesia in mice and humans is not mediated by opioid receptors. (w/ WAXMAN AR\*, AROUT CA\*, KOWALCZYK WB\*, ANSONOFF M, PINTAR JE, DAHAN A). Society for Neuroscience, Annual Conference, Washington, D.C.
- 2008 Acute progesterone injection in males rapidly invokes female-typical morphine hyperalgesia. (w/ AROUT CA\*, WAXMAN AR\*, KOWALCZYK WB\*, STERNBERG WF). Society for Neuroscience, Annual Conference, Washington, D.C.
- 2006 Opioid and NMDA receptors are not critical to morphine hyperalgesia in opioid receptor triple knock-out mice. (w/ JUNI A\*, KLEIN G\*, PINTAR JE). Society for Neuroscience, Annual Conference, Atlanta.
- 2006 An antisense nucleotide targeting exon 1 of the mu opioid receptor gene attenuates heroin dependence but not analgesia in mice. (w/ KLEIN G\*, ROSSI G, JUNI A\*, INTURRISI CE). Society for Neuroscience, Annual Conference, Atlanta.
- 2006 The contribution of NMDA receptors to morphine hyperalgesia is inhibited by estrogen. (w/ JUNI A\*, RAGNAUTH A, KLEIN G\*). Society for Neuroscience, Annual Conference, Atlanta.

- 2006 Female-specific mediation of morphine hyperalgesia by the melanocortin-1 receptor. (w/ KOWALCZYK BJ\*, JUNI A\*, KLEIN G\*, MOGIL JS, HRUBY V). Society for Neuroscience, Annual Conference, Atlanta.
- 2006 Genetic variance in naltrexone-induced inhibition of sucrose intake in inbred and outbred mouse strains. (w/ DYM CT\*, PINHAS A, GINZBERG M, BODNAR RJ). Society for Neuroscience, Annual Conference, Atlanta.
- 2005 Inbred mouse strain survey of fat (intralipid) intake. (w/ LEWIS SR\*, DYM CT\*, CHAI C, SINGH A, GINZBERG M, BODNAR RJ). Society for Neuroscience, Annual Conference, Washington, D.C.
- 2005 Inbred mouse strain survey of mercaptoacetate-induced feeding. (w/ DYM CT\*, LEWIS SR\*, SINGH A, GINZBERG M, BODNAR RJ). Society for Neuroscience, Annual Conference, Washington, D.C.
- 2004 Sex differences in morphine and morphine-3-glucuronide hyperalgesia. (w/ JUNI A\*, KLEIN G\*, KOWALCZYK BJ\*). Society for Neuroscience, Annual Conference, San Diego.
- 2004 Morphine hyperalgesia in the mouse is not blocked by naltrexone. (w/ JUNI A\*, KLEIN G\*, KOWALCZYK BJ\*). Society for Neuroscience, Annual Conference, San Diego.
- 2004 Inbred mouse strain survey of 2-deoxy-D-glucose-induced feeding. (w/ KHAIMOVA E\*, LEWIS SR\*, AHMED S, BODNAR RJ). Society for Neuroscience, Annual Conference, San Diego.
- 2004 An antisense oligonucleotide targeting exon 1 of MOR-1 attenuates naloxone-precipitated morphine withdrawal in mice. (w/ KLEIN G\*, KOWALCZYK BJ\*, ROSSI G). Society for Neuroscience, Annual Conference, San Diego.
- 2004 A model for quantitative assessment of spontaneous morphine withdrawal in the mouse. (w/ KOWALCZYK BJ\*, KLEIN G\*, JUNI A\*). Society for Neuroscience, Annual Conference, San Diego.
- 2004 Inbred mouse strain survey of sucrose palatability. (w/ LEWIS SR\*, AHMED S, NISEENBAUM C, KHAIMOVA C, BODNAR RJ). Society for Neuroscience, Annual Conference, San Diego.
- 2004 QTL mapping of nociception, morphine analgesia, hyperalgesia, tolerance and dependence using recombinant congenic mice derived from C57BL/6J and A/J inbred strains. (w/ MOGIL JS, RITCHIE J). Society for Neuroscience, Annual Conference, San Diego.
- 2003 Morphine and U-50,488H produce hyperalgesia without prior analgesia. (w/ JUNI A\*, KLEIN G\*). Society for Neuroscience, Annual Conference, New Orleans.
- 2003 Comparison of morphine and heroin naloxone-precipitated withdrawal using inbred and recombinant inbred mice. (w/ KLEIN G\*, JUNI A\*, SELENGUT J\*, INTURRISI CE). Society for Neuroscience, Annual Conference, New Orleans.
- 2003 Naloxone-precipitated withdrawal jumping as a measure of heroin dependence. (w/ KLEIN G\*, JUNI A\*, SELENGUT J\*, INTURRISI CE). Society for Neuroscience, Annual Conference, New Orleans.
- 2003 Sex differences in analgesic tolerance following intrathecal morphine injections. (w/ HOPKINS E\*, ROSSI G). Society for Neuroscience, Annual Conference, New Orleans.

- 2002 Broad localization of a QTL on Chromosome 1 affecting naloxone-precipitated morphine withdrawal. (w/ PALMESE C\*, JUNI A\*, KLEIN G\*, MOGIL JS. Society for Neuroscience, Annual Conference, Orlando.
- 2002 Strain differences in hyperalgesia following continuous morphine infusion. (w/ JUNI A\*, KLEIN G\*, PALMESE C\*). Society for Neuroscience, Annual Conference, Orlando.
- 2001 Sex differences in hyperalgesia following chronic morphine administration. (w/ PALMESE C\*). Society for Neuroscience, Annual Conference, San Diego.
- 2001 Genetic and sex differences in analgesia following an adenosine receptor ( $A_1$ ) agonist. (w/ HOPKINS E\*, MOGIL JS). Society for Neuroscience, Annual Conference, San Diego.
- 2001 Acute and chronic morphine dependence are genetically correlated. (w/ PALMESE C\*, JUNI A\*). Society for Neuroscience, Annual Conference, San Diego.
- 2001 A null mutation of the prepronociceptin gene produces opposite effects on thermal nociception and analgesia in young versus older mice. (w/ MOGIL JS, WILSON S.G., WAN Y, ANSONOFF MA, PINTAR JE). Society for Neuroscience, Annual Conference, San Diego.
- 2000 Genetic correlations between acute morphine sensitivity and chronic morphine tolerance and dependence in inbred mice. (w/ HOPKINS E\*, PALMESE C\*, ADLER, M, MOGIL JS). Society for Neuroscience, Annual Conference, New Orleans.
- 2000 Influence of genotype and sex on morphine analgesic tolerance. (w/ HOPKINS E\*, PALMESE C\*, ADLER, M, MOGIL JS). Society for Neuroscience, Annual Conference, New Orleans.
- 2000 Influence of genotype and sex on chronic morphine dependence. (w/ PALMESE C\*, HOPKINS E\*, ADLER, M, MOGIL JS). Society for Neuroscience, Annual Conference, New Orleans.
- 1999 Examination of morphine tolerance and dependence in nociceptin/ orphanin FQ transgenic knock-out mice. (w/ HOPKINS E\*, PALMESE C\*, CHEN Z, MOGIL JS, PINTAR JE). Society for Neuroscience, Annual Conference, Miami Beach.
- 1999 Nociceptin/OFQ gene knockout reveals an antinociceptive role for the nociceptin/OFQ in the mouse. (w/ CHEN Z, INOUE M, HOPKINS E\*, PELLEGRION MJ, NOWAKOWKI R, MOGIL JS, ALLEN RG, UEDA H, PINTAR JE). Society for Neuroscience, Annual Conference, Miami Beach.
- 1999 Sex differences in systemic but not central morphine tolerance. (w / HOPKINS E\*, PALMESE C\*). Society for Neuroscience, Annual Conference, Miami Beach.
- 1999 Acute and chronic morphine dependence in male and female mice. (w / PALMESE C\*, HOPKINS E\*). Society for Neuroscience, Annual Conference, Miami Beach.
- 1998 Interaction of genotype and sex in supraspinal morphine analgesia. (w / WILSON S, MOGIL JS). Society for Neuroscience, Annual Conference, Los Angeles.
- 1997 Increased naloxone precipitated withdrawal in morphine analgesia-deficient mice. (w/ MCLEMORE GL, MOGIL JS, INTURRISI CE). Society for Neuroscience, Annual Conference, New Orleans.



- 1997 Identification of sex-specific quantitative trait loci associated with nociceptive sensitivity and analgesia. (w/ MOGIL JS, RICHARDS SP, O'TOOLE LA, HELMS ML, MITCHELL SR, BELKNAP JK). Society for Neuroscience, Annual Conference, New Orleans.
- 1995 Attenuation of morphine tolerance and acute dependence by delta opioid receptor (DOR) antisense oligodeoxynucleotide treatment. (w/ LEE CE, MCLEMORE GL, INTURRISI CE). Society for Neuroscience, Annual Conference, San Diego.
- 1994 Chronic opioid agonist treatment does not alter delta opioid receptor (DOR)mRNA levels in the CNS of mice. (w/ JENAB S, BRODSKY M, ELLIOTT KJ, INTURRISI CE). Society for Neuroscience, Annual Conference, Miami Beach.
- 1993 Female mice display less pain behavior than males following acetic acid or formalin administration. (w/ STERNBERG WF, MOGIL JS, LIEBESKIND JC). Society for Neuroscience, Annual Conference, Washington, D.C.
- 1993 The sigma receptor ligand 1,3,-Di-o-Tolylguanidine (DTG) differentially affects acute and tonic formalin pain. (w/ MOGIL JS, STERNBERG WF, PECHNICK RN, LIEBESKIND JC). Society for Neuroscience, Annual Conference, Washington, D.C.
- 1992 The specific N-methyl-D-aspartate (NMDA) receptor antagonist MK-801 blocks U-50,488, but not morphine antinociception. (w/ MAREK P, LIEBESKIND JC). Society for Neuroscience, Annual Conference, Anaheim.
- 1992 Sex differences in the antagonism of swim stress-induced analgesia: effects of gonadectomy and estrogen replacement. (w/ MOGIL JS, STERNBERG W, MAREK P, LIEBESKIND JC). Society for Neuroscience, Annual Conference, Anaheim.
- 1992 Non-competitive NMDA antagonist MK-801, and glycine antagonist ACEA-1011, prevent the development of tonic pain following subcutaneous formalin. (w/ VACCARINO A, MAREK P, WEBER E, LIEBESKIND JC). Society for Neuroscience, Annual Conference, Anaheim.
- 1990 Potentiation of opioid antinociception following co-administration of an inhibitor of endopeptidase 24.15. (w/ ORLOWSKI M, BODNAR RJ). Society for Neuroscience, Annual Conference, St. Louis.
- 1989 Inhibitors of endopeptidase 24.15 and 24.11: comparison of antinociceptive and opioid properties in rats. (w/ ORLOWSKI M, MOLINEUAX CJ, BODNAR RJ). Society for Neuroscience, Annual Conference, Phoenix.
- 1988 Selective gender and gonadectomy effects upon central morphine analgesia. (w/ KEPLER KL, KIEFEL J, COOPER M, BODNAR RJ). Society for Neuroscience, Annual Conference, Toronto.

## PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA, CURATORIAL ACTIVITIES

### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Pain Society (since 1998)

International Association for the Study of Pain (since 1998)

Society for Neuroscience (since 1998)

International Brain Research Organization (since 1997)

### 13. RECORD OF TEACHING AT CSI (list courses taught)

Introductory Psychology (PSY 100)

Drugs and Behavior (PSY 216)

Physiological Psychology I: Cognitive Processes (PSY 232)

Physiological Psychology II: Motivated Behaviors (PSY 239)

Biological Origins of Behavior (PSY 236)

Psychological Statistics (PSY 266)

Neurobiology I (NSM 701; selected lectures only)

Independent study:

Megan Caldwell ('10, '09), Daniel Kaplin ('07), Aurora Guyon ('05), Mary Grace Hagan ('98)

### 14. RECORD OF SERVICE

#### INTERNATIONAL

2009 Dissertation Committee (Eveline LA Van Dorp), Leiden University, the Netherlands

#### NATIONAL

2000 Symposium organizer and moderator, American Pain Society, Annual Scientific Meeting, Atlanta.

1999 Symposium organizer and moderator, American Pain Society, Annual Scientific Meeting, Ft. Lauderdale.

#### COMMUNITY

#### CUNY

#### GENERAL COMMITTEES

2000-02 Grant Review Panel, PSC-CUNY Research Award Program

1998-00 Graduate Council

**DISSERTATION COMMITTEES (\*served as Chair)**

2010- *	Ph.D., Amanda Waxman (Psychology / Neuropsychology Subprogram)
2006-08*	Ph.D., Gad Klein (Psychology / Neuropsychology Subprogram)
2005-07	Ph.D., William Peres (Psychology / Neuropsychology Subprogram)
2005-07*	Ph.D., Aaron Juni (Psychology / Neuropsychology Subprogram)
2005-07	Ph.D., Sarah Lewis (Psychology / Neuropsychology Subprogram)
2002-03*	Ph.D., Eileen Hopkins (Psychology / Neuropsychology Subprogram)
2002-03*	Ph.D., Christina Palmese (Psychology / Neuropsychology Subprogram)
2000-01	Ph.D., Joyce Echo (Psychology / Neuropsychology Subprogram)
2000-01	Ph.D., Eliza Krzanowska (Psychology / Neuropsychology Subprogram)
2001*	M.A., Christina Palmese (Psychology)
1999-00	Ph.D., Andre Ragnauth (Psychology / Neuropsychology Subprogram)
1998-99	Ph.D., Marcello Spinelli (Psychology / Neuropsychology Subprogram)

**DOCTORAL EXAMINATION COMMITTEES (\*served as Chair)**

2010*	Second Doctoral Exam (Amanda Waxman, Psychology / Neuropsychology Subprogram)
2006*	Second Doctoral Exam (Gad Klein, Psychology / Neuropsychology Subprogram)
2006 *	Second Doctoral Exam (Aaron Juni, Psychology / Neuropsychology Subprogram)
2006	Second Doctoral Exam (Sarah Lewis, Psychology / Neuropsychology Subprogram)
2002*	Second Doctoral Exam (Christina Palmese, Psychology / Neuropsychology Subprogram)
2000-	First Doctoral Exam, Reader, Part I (Psychology / Neuropsychology Subprogram)
2000	Second Doctoral Exam (Robert Silva, Psychology / Neuropsychology Subprogram)
2000	Second Doctoral Exam (Randi Shane, Psychology / Neuropsychology Subprogram)
1999 *	Second Doctoral Exam (Eileen Hopkins, Psychology / Neuropsychology Subprogram)
1999	Second Doctoral Exam (Eliza Krzanowska, Psychology / Neuropsychology Subprogram)
1999	Second Doctoral Exam (Andre Ragnauth, Psychology / Neuropsychology Subprogram)

**DOCTORAL STUDENT MENTORING**

2009-10	Zane Ferguson (Psychology / Biopsychology Subprogram)
2008-	Caroline Arout (Psychology / Neuropsychology Subprogram)
2007-	Amanda Waxman (Psychology / Neuropsychology Subprogram)
2005-07	William Kowalczyk (Psychology / Neuropsychology Subprogram)
2001-08	Gad Klein (Psychology / Neuropsychology Subprogram)
2000-07	Aaron Juni (Psychology / Neuropsychology Subprogram)
1998-03	Eileen Hopkins (Psychology / Neuropsychology Subprogram)
1998-03	Christina Palmese (Psychology / Neuropsychology Subprogram)

**CSI**

2010-	Faculty Liaison to College Safety Officers (Appointed by Provost)
2005-	Institutional Animal Care and Use Committee (IACUC)
2002-07	Committee on Course and Standing
2002-04	Coordinating Committee, Master's Program in Neuroscience, Mental Retardation, and Developmental Disabilities
2000	Search Committee (Assistant Provost of the College)
1999	Curriculum Development Committee, Master's Program in Neuroscience, Mental Retardation, and Developmental Disabilities
1998-01	Faculty Committee on Research

**DEPARTMENT/PROGRAM****GENERAL**

2009-11	Deputy Chair
2009-11	Organizer/Moderator, Departmental Colloquium Series
2009	Commencement Marshall/Liaison
2005	Speaker, Psychology Department Lecture Series

**COMMITTEES (\*served as Chair)**

2009	Curricular/Faculty Planning Committee
2008*	Search Committee (Experimental Psychology)
2003	Search Committee (Neuropsychology)
2002-	Appointments Committee
2002*	Search Committee (Certified Lab Technician)
2001	Search Committee (Cognitive Psychology)

**HONORS IN PSYCHOLOGY - THESIS READER (\*served as mentor)**

2011	Reham Hassan
2010*	Megan Caldwell
2010	Allyson Willner
2009	Jimmy Domdeth
2008	Peter Tattos
2008	Tatyana Timashkova

**UNDERGRADUATE STUDENT MENTORING**

2008-10	Megan Caldwell
2007-09	Dayrus Fana
2007-08	Caroline Arout
2007-08	Daniel Kaplin
2001-02	Marygrace Hagan
2003-04	Jeremy Selengut

# The College of Staten Island/CUNY

## CURRICULUM VITAE

Date of preparation September 2011

Signature \_\_\_\_\_

1. **NAME** Judith Koppersmith

**CURRENT TITLE** Associate Professor **DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one) **EFFECTIVE DATE** \_\_\_\_\_

<input type="checkbox"/> Initial appointment	<input type="checkbox"/> Third Reappointment	<input type="checkbox"/> Tenure
<input type="checkbox"/> First Reappointment	<input type="checkbox"/> Fourth Reappointment	<input type="checkbox"/> Promotion to Associate Professor
<input type="checkbox"/> Second Reappointment	<input type="checkbox"/> Fifth Reappointment With Tenure	<input type="checkbox"/> Promotion to Professor
		<input type="checkbox"/> Promotion to CLT

3. **HIGHER EDUCATION**

**DEGREES** (Institutions, dates attended, degree and field(s), date conferred)

The Union Graduate School	1974 – 1975	Ph.D. Clinical/Community Psychology	1975
The New School for Social Research	1963 – 1967	M.A. Psychology	1966
Bard College	1960 – 1963	BA/Psychology/Literature	1963

**ADDITIONAL HIGHER EDUCATION** (Institutions, dates attended, courses, etc.)

The Washington Square Institute, NY City	1968 - 1977	Certificate in Psychoanalysis
The National Association for the Advancement of Psychoanalysis and the American Board of Accreditation and Certification	1977	Certification
University Film Study Institute (Harvard, MIT, Tufts)	1978	Certificate in Cinéma Vérité (Ricky Leacock & Jean Rusch)
New York State Licensure as a Psychoanalyst	2006	License #000622

#### 4. EXPERIENCE

Teaching (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of S.I.	9/2009 - present	Associate Professor	FT	Director, Masters MHC	
College of S.I.	9/1989 – 8/2009	Associate Professor	FT	Psychology Department	
College of S.I.	1978 – 1989	Assistant Professor	FT	PSAS	
College of S.I.	1970 – 1978	Assistant Professor	FT	PSAS	tenure
Borough of Manhattan Community College	1968 – 1970	Lecturer	FT	Social Science	
The City College, CUNY	1968 – 1969	Instructor	PT	Psychology	

OTHER (Institutions, dates, titles)

<u>Institution</u>	<u>Dates</u>	<u>Title</u>
Part-time private practice	1970 - Present	Psychoanalyst PT - NYS License# 000622
Washington Square Institute	1967 – 1972	Supervisor/Staff Psychotherapist
The Jewish Board of Guardians Child Development Center	1967 – 1969	Research Consultant and Psychodiagnostician
Hillside Hospital, Long Island	1966 – 1968	Clinical Internship and Research Assistant
New York University Institute for Development Studies	1963 – 1966	Research Associate
Columbia University Bureau of Applied Social Research	1962 – 1963	Research Assistant
Goddard College, Graduate Psychology Program	1979 – 1982	Senior Field Faculty, Graduate Psychology

#### PROFESSIONAL DEVELOPMENT

#### 5. ACADEMIC AND PROFESSIONAL HONORS

2008 – 2009	CSI Fellowship leave: Invited as Visiting Scholar: Personality and Social Psychology Program: Graduate Center, CUNY
1997	Invited as an ambassador by the American Psychological Association and the United States Government to present psychoanalytic education and training models to Russian psychologists. Traveled to Moscow, St. Petersburg and Prague
1982 – 1987	Appointed Member of the Education and Accreditation Committee of the National Association for the Advancement of Psychoanalysis
1981 – 1982	CSI Fellowship leave: The Center for the Study of Women and Society, The Graduate Center, CUNY – Invited as visiting scholar
1976 – 1984	Consulting Editor, <i>The Journal of Professional Psychology</i> of The American Psychological Association
1978	Selected as “An Outstanding Young Woman of America”. (Nominated by Professor/Dean/Provost Henry Wasser, PhD.)
1975 – 1978	Appointed member of the American Psychological Association Committee on Undergraduate Teaching Awards

- 1972 – 1975 Invited member of the Education and Training Board Ad Hoc Committee on the Two-Year College of the American Psychological Association
- 1972 Invited participant, Twentieth Anniversary Conference, The Hampstead Clinic (Anna Freud), London, England. (Only 200 professionals were invited world/wide.)

**6. PEER-REVIEWED GRANTS** (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or CO-PI</u>
Canadian Institute of Health Research (CIHR) – Canadian Government	Cross National Think Tank on Grief and Loss	\$30,000.		2010 – 2012	CO-PI
PSC-CUNY Research Award	Role of Self-Esteem in Female Adolescents	\$4,800.00		2003 - 2004	CO - PI
CSI/Program Development Committee Grant	Mothers and Daughters: Mirrors that Bind			2001	PI
PSC-CUNY	Girls: moving beyond myth project.	\$4,000.00		1999 – 2003	CO-PI
PSC-CUNY Research Award	Role of Self-Esteem in female adolescents (renewed award)	\$4,000.00		1998 -	CO - PI
PCS-CUNY Research Award	Role of Self-Esteem in Female Adolescents	\$5,354.00		1996 - 1997	CO - PI
CSI/Program Development Committee grant	Dialogues on Race and Gender			1996	CO-PI
CSI-Student government grant	Mentoring and Autobiography: Finding Common Ground			1994	CO-PI
CSI – Deans’ grant	“Mentoring and Autobiography. Finding a Common Ground”. This grant supported the writing/mentoring project with adolescent girls in a lock-up facility on Staten Island.			1993 - 1995	CO-PI
American Jewish Committee, Institute of Human Relations	“A struggle for identity: the emerging ethnic working class woman” Funding and video-editing resources provided to make an educational documentary for national dissemination.	\$10,000		1977	PI



Grant: The National Science Foundation Brought undergraduate psychology majors to England to observe R.D. Laing's therapeutic community.

PI

7. **REFEREED PUBLICATIONS** (Title of Publication or exhibited, date in reverse chronological order, publisher, pagination)

PRINT AND ELECTRONIC

REFEREED ARTICLES

- 2000 **Kuppersmith, J.** A liberation psychoanalysis for Russia. *American Imago* 57,1 Spring, pp. 71 – 81
- 1995 **Kuppersmith, J., Blair, R. and Slotnick, R.** Training undergraduates as co-leaders of multifamily counseling groups. In: Ware, M.E. and Johnson, D.E., (eds.). *Handbook of demonstrations and activities in the teaching of psychology, volume III.* New York: Lawrence Erlbaum Associates, Inc.
- 1994 **Kuppersmith, J.** The double-bind of personal striving: working class women in psychotherapy. In: Demos, V. and Segal, M. – T. (eds.) *Ethnic women: A multiple status reality.* NY.: General Hall, Inc.
- 1987 **Kuppersmith, J.** New challenge for the physician: the single adoptive parent. *Medical Aspects of Human Sexuality*, February, Vol 21, number 2, pp. 90 – 96.
- 1987 **Kuppersmith, J.** The double bind of personal striving: ethnic working class women in psychotherapy. *The Journal of Contemporary Psychotherapy*, Vol. 17, number 3, pp. 203 – 216.
- 1987 **Kuppersmith, J.** Single mothers by choice: a family alternative. Co-authors, Ruth Mechaneck and Elizabeth Klein. In: Braude, M. (ed.) *Women, Power and Therapy.* New York: Haworth.
- 1980 **Kuppersmith, J.** Adaptational psychodynamics. In: *The Psychotherapy Handbook*, Herink, Richie (ed). New York: The American Library, pp. 1 – 3
- 1977 **Kuppersmith, J.** Training undergraduates as co-leaders of multifamily counseling groups. Co-authors, Rima Blair and Robert Slotnick. *Teaching of Psychology*, Vol. 4 #1 Feb. The American Psychological Association, pp. 3 – 6.
- 1975 **Kuppersmith, J.** Community mental health and family process. Co-author Rima Blair. In *Directory of Teaching Innovations in Psychology.* Mass, J. and Kleiber, D.A. (eds.). The American Psychological Association, Washington, D.C., pp. 343 – 344
- 1975 **Kuppersmith, J.** A description of a mental health masters program designed

especially for an ethnic working class community. Co-authors, Rima Blair and Hannah Levin. Pre-conference materials. In: Bloom, B.L. (ed.) *National Training Conference on Community Psychology*, Austin, Texas SDT 15 - 16

## CHAPTERS IN BOOKS

### 8. OTHER PUBLICATIONS

#### PRINT AND ELECTRONIC

- 2004 **Kuppersmith, J. and MacMillan, S.** *Girls: moving beyond myth*. 30 minutes/color, CD/cassette. PSC funded grants for a series of educational documentaries. Nationally distributed by The Media Education Foundation ([www.mediaed.org](http://www.mediaed.org)) (This documentary was reviewed by Dr. Mary Pipher “In a postmodern, media-saturated world...girls speak with honest voices about true thoughts and often anguished feelings.”)
- 1978 **Kuppersmith, J. Editor** *Ethnic identity through autobiography*. Printed at The College of Staten Island. Used as a textbook by colleges across the country and by faculty at CSI.

#### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

#### JURIED CREATIVE WORKS AND PERFORMANCES

- 1977 **Kuppersmith, J.** *A struggle for Identity: the emerging ethnic working class woman*. An educational videotape published and distributed by the American Jewish Committee. New York. In series: *The American Woman-Ethnic and Other Identities*. 28 minutes, B/W/, 3/4

#### NON-JURIED CREATIVE WORKS AND PERFORMANCES

- 1977 **Kuppersmith, J.** *Intervention through multifamily counseling: a training model*. An educational videotape. Co-author, Rima Blair, 18 minutes, B/W, 1/2”. Distributed by authors.

#### BOOK REVIEWS

### 9. IN PROGRESS (Optional)

Video documentary of archival interviews with six famous women psychologists involved in research on adolescent girls. This documentary uses interview footage gathered for the PSC/CUNY grants involving adolescent girls’ development.

#### PRINT AND ELECTRONIC

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

IN PREPARATION

BOOK

## ARTICLES

**10. REVIEWS OF CANDIDATE'S WORK** (in Black Book)**11. CURRICULUM DEVELOPMENT**

## NEW COURSE OR PROGRAM DESIGN

PSY 318	The Child in Community Fieldwork
PSY 340	Mentoring and Psychological Development
PSY 368	Counseling Psychology with internship (5 credits)
MHC	Mental Health Counseling Master's Program
PSY 701	Foundations of Mental Health Counseling
PSY 703	Developmental/Lifespan Psychology
PSY 725	Group Theory and Practice
PSY 732	Assessment and Counseling Strategies with Couples and Families
PSY 739	Clinical Instruction
Proseminar	Required non-credit course for first year Master's in Mental Health Counseling graduate students.

**12. OTHER PROFESSIONAL ACTIVITIES**

## ACTIVITIES AS REVIEWER

## TECHNICAL REPORTS

## PATENTS

## CONSULTANCIES

## LECTURERS AND PAPERS PRESENTED

- 2011 Presenter, "Think Tank Meeting on Grief and Loss" Graduate Center, CUNY, February 11, 2011.
- 2010 Presenter, "Think Tank Meeting on Grief and Loss" Toronto, Canada. October 29, 2010 and February 11, 2011.
- 1994 Presenter, American Psychological Association Division 39 Spring Meetings, Washington, D.C. Psychoanalytic Psychology in the Socio Cultural Context. "Working class – ethnic women in psychotherapy."
- 1994 Co-presenter, American Psychological Association Convention, San Francisco. "Prevention/promotion: pairing college and high school students to prevent drop-out and promote positive identity information.
- 1990 Panelist, Rutgers' University Annual Women's Conference. "Feminist mentoring in a high school community: crossing generational and hierarchical borders."
- 1990 Co-presenter, American Psychological Association of Women in Psychology 15<sup>th</sup> National Conference, Tempe, Arizona. "Identifying resistances to safe sex in the age of AIDS: CR model II."
- 1988 "In the CUNY Classroom: Integrating the new scholarship on gender, ethnicity, race and class, into the college curriculum." A one-day conference based on The University Vocational Education Seminar on Balancing the Curriculum for Gender and Race and the Office of Academic Affairs, CUNY. Organizer, presenter and workshop leader.

## CONSULTANCIES

1996 Richmondtown Museum, Staten Island. Ran focus groups to help expand the museum's role in the Staten Island community.

## LECTURES AND PAPERS PRESENTED

September 30, 1997 Invited Lecture, American Association of University Professors, Staten Island Branch. "Whether born on Venus or Mars, You can live in Both Places: Women and Men Dialoging About Difference.

## PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA, CURATORIAL ACTIVITIES

## CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association and Divisions: 39, 42, 17  
The Society for the Psychological Study of Social Issues  
National Association for the Advancement of Women and Society, CUNY  
Sexuality Information and Education Council of the United States (SIECUS)  
National Association for the Advancement of Psychoanalysis (NAAP).

### 13. RECORD OF TEACHING AT CSI (list courses taught)

PSY 212	Social Psychology
PSY 226	Theories of Personality (writing intensive instructor for Psychology department)
PSY 242	Developmental Psychology
PSY 268	The Psychology of Women
PSY 318	The Child in Community Fieldwork
PSY 340	Mentoring and Psychological Development
PSY 362	Approaches to Psychotherapy
PSY 368	Counseling Psychology with internship
PSY 416	Group Dynamics
FSS 103	Spring 1993 Coordinated Freshman program and Participant in faculty development study group
FSS 103	Spring 1994 Coordinated Freshman program and Participant in faculty development study group
FSS 103	Taught Freshmen in Social Science (FSS 103/4609) Spring 1995
PSY 420	Advanced Seminars (listed below)
	Ethnic Identity
	Mothers and Daughters
	Psychoanalytic Development
	Ego Psychology
	Community Mental Health
	Qualitative Analysis of Adolescent Girls' Lives
PSY 598	Internships
PSY 703	Developmental/Lifespan Psychology

PSY 725	Group Dynamics
PSY 732	Assessment and Counseling Strategies with Couples and Families
PSY 739	Clinical Instruction
PSY 783	Mental Health Counseling Internship III
Freshman Workshop	
Proseminar	Required non-credit course for first year Master's in Mental Health Counseling graduate students.
Independent Studies	Estimated total of 100 Independent studies.

#### 14. RECORD OF SERVICE

##### NATIONAL

##### COMMUNITY

1988 – present	Evaluator for Grant Proposals for PSC-CUNY Research Award Program
2007 – present	Consultant to Greenwich House Board of Directors; a Community Service Organization, NYC
1998	Consultant to Richmondtown Staten Island, NY. Ran focus groups to revise offerings from the Museum to the public.

##### CUNY

1988 – present	Reviewer of PSC-CUNY grants
1980 – 2000	Chairing Student CUNY-BA Committees. Total number approaches 50 in 35 years.

##### CSI

2009 – present	Headed search committee for Deputy Director for Mental Health Counseling program
2009 – present	Mentoring and Training Consultant for Jean Como
2006 – 2009	Coordinator of outcomes assessment for the Humanities and Social Sciences.
2006 – 2009	Bookstore Committee
2008 – 2010	Search Committees in and outside of my department. (Over 25 years; 20 as chair, 15 as member).
2008 – 2010	Appointed Coordinator for Humanities and Social Sciences of the first Outcomes Assessment Initiative
2004 – present	The Leadership Certificate Program Committee
2004 – present	Writing Across the Curriculum Committee
2001	Post 9/11 Dean requested me to head a support project for Public School #4 on Staten Island. Developed an undergraduate program for intervention and training called the Comfort Squad Initiative (CSI). Funds for the project were furnished by Toys R Us.
2000 – present	Honor's Thesis Reader
1999	Appointed to the Writing Across the Curriculum Committee to help design and foster the first writing fellows initiative at The College of Staten Island

1996	Opened Life Studies Laboratory incorporating Jungian Sandplay into the mentoring curriculum.
1995 - 2002	Chair, College Committee on Sexual Harassment Education
1995 – 2002	Bias Incident Review Committee
1995 – 1996	College Curriculum Committee
1994	Opened the Mentoring and Psychological Development Laboratory.
1995	Taught Freshmen in Social Science (FSS 103/4609) Spring 1995
1994	Coordinated Freshman program and participant in faculty development study group
1993	Coordinated Freshman program and participant in faculty development study group
1993 – 2002	Departmental Appointments Committee
1993 – 1995	Developed a mentoring program with Professor Blair which joined adolescent minority girls confined in a New York State Division for Youth facility with CUNY undergraduates
1990 – 1995	Supervised and taught in CUNY – wide mentoring program.
1980 – present	Women’s Studies Executive Committee
1978 – 2010	College Library Committee
1978 – 1979	Co Chair Psychology Department with Professor Wallace Orlowsky
1970 – present	PSC-CUNY grant proposal reviewer

#### DEPARTMENT/PROGRAM

#### CHAIRPERSON’S REPORT

#### STUDENT EVALUATIONS

#### RECORD AT CUNY

9/2009 - present	CSI	Director, Master’s of Mental Health Counseling program
1989 – 2009	CSI	Associate Professor, Department of Psychology
1978 – 1989	CSI	Assistant Professor, PSAS
1970 – 1978	CSI	Assistant Professor PSAS

**The College of Staten Island/CUNY**  
**CURRICULUM VITAE**

Date of preparation 5/1/2011

Signature \_\_\_\_\_

1. **NAME** John W. Lawrence

**CURRENT TITLE** Associate Professor      **Department** Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR**                      **EFFECTIVE DATE**

\_\_\_\_ Initial appointment      \_\_\_\_ Third Reappointment      \_\_\_\_ Tenure

\_\_\_\_ First Reappointment      \_\_\_\_ Fourth Reappointment      \_\_\_\_ Promotion to Associate Professor

\_\_\_\_ Second Reappointment      \_\_\_\_ Fifth Reappointment       X  Promotion to Professor

3. **HIGHER EDUCATION**

<u>Institution</u>	<u>Dates</u>	<u>Field</u>	<u>Degree</u>
University of Miami, Florida	89-94	Clinical Psychology	MA, Ph.D.
Colorado State University	88-89	Counseling Psychology	
University of California at Santa Barbara	87-88	Psychology	BA
University of California at Berkeley	82-85	English	BA
Santa Clara University	80-81		

4. **EXPERIENCE**

Teaching

<u>Institution</u>	<u>Date</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
The College of Staten Island	2005-Present	Associate Prof.	FT	Psychology	Tenure
The College of Staten Island	2002-2005	Assistant Prof.	FT	Psychology	NT
The Johns Hopkins University School of Medicine	1998-2002	Assistant Prof.	FT	Psychiatry and Behavioral Sciences	NT
Universitat de les Illes Balears, Mallorca, Spain	Spring 1999	Visiting Prof.	FT	Psychology	NT
The Johns Hopkins University School of Medicine	1995-1998	Instructor	FT	Psychiatry and Behavioral Sciences	NT

## OTHER

<u>Institution</u>	<u>Date</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
Baltimore Regional Burn Center Johns Hopkins Bayview Medical Center	1995-2002	Clinical Psychologist	FT	Psychiatry and Behavioral Sciences	NT
Behavioral Medicine Clinic Johns Hopkins Hospital	1994-1995	Post-doctoral Fellow	FT	Psychiatry and Behavioral Sciences	NT
Veterans Affairs Medical Center, Miami, Florida	1993-1994	APA Approved Internship	FT	Psychology	NT

## 5. ACADEMIC AND PROFESSIONAL HONORS

- 2008 CSI Intercollegiate Athletics Faculty/Staff Appreciation Award  
 2003 American Burn Association Clinical Research Award  
 1998 American Burn Association Clinical Research Award

## 6. PEER-REVIEWED GRANTS

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>	<u>Status</u>
PSC-CUNY Round 38, 40	Socioeconomic Status, Cumulative Stress, and Academic Performance and Retention among College Students	\$5900	All Direct	2007, 2009 (extension)	PI	Awarded
PSC-CUNY Round 39	Comparing Pediatric Burn Survivors' and their Parents' Perceptions of Stigmatizing Behaviors Experienced by the Survivor	\$3900	All Direct	2008	PI	Awarded
National Endowment for Humanities	Socioeconomic Status and Trauma Exposure	\$6000	All Direct	2008	PI	Declined
PSC-CUNY Round 37	Socioeconomic Status and Trauma Exposure: A Review of the Epidemiology Literature in the United States	\$3900	All Direct	2007	PI	Awarded
International Association of Fire Fighters-Burn Foundation	"So, What Did You Do When The Child Pointed at You?" An Investigation into How Exactly Do Long-Term Pediatric Burn Survivors Cope	\$41972	All Direct	2007	Co-PI	Declined
Mellon Foundation	Phoenix Rising: Immigrant Workers and the Democratic Challenge to the New York City Restaurant Industry	\$28000	All Direct	2006	PI	Declined
Shriners Hospital for Children	The Social Adaptation of Pediatric Burn Survivors: Coping with Stigma and Thriving	\$300000	All Direct	2005	Co- Investigator	Declined
PSC-CUNY Round 34 and 35	Social Adjustment and Body Image among Pediatric Burn Survivors	\$8400	All Direct	2004, 2005 Extension	PI	Awarded
International Association of Fire Fighters-Burn Foundation	Assessing the Psychosocial Adjustment of Hispanic Pediatric Burn Survivors	\$21500	All Direct	2004	PI	Declined



The International Association of Firefighters - Burn Foundation	Assessing and Treating Social Stigmatization of Burn Scarred Children	\$60000	All Direct	2000, 2001 (renewed)	PI	Awarded
Baltimore Regional Burn Center Community Fund	A Randomized Trial of an Augmented Exercise Program in the Prevention of Deconditioning Among Survivors of Severe Burns	\$25000	All Direct	1999	PI	Awarded
National Institute for Disability and Rehabilitation Research	Johns Hopkins University Burn Injury Rehabilitation Model System.	\$1500000	30% Indirect	1997	Co-Investigator	Awarded

## 7. REFEREED PUBLICATIONS

### PRINT

#### REFEREED ARTICLES

**Lawrence, J. W., Mason, S. T., Schomer, K., & Klein, M. B.** (in press.) Epidemiology and impact of scarring following burn injury: A systematic review of the literature. *Journal of Burn Care and Rehabilitation*.

**Lawrence, J. W., Rosenberg, L. Mason, S., & Fauerbach, J. A.** (2011). Comparing parent and child perceptions of stigmatizing behavior experienced by children with burn scars. *Body Image, 8*, 70-73.

**Lawrence, J. W., Rosenberg, L., Rimmer, R. B., Thombs B. D., & Fauerbach, J. A.** (2010). Perceived stigmatization and social comfort: Validating the constructs and their measurement among pediatric burn survivors. *Rehabilitation Psychology, 55*, 360-371.

Fauerbach, J. A., **Lawrence, J. W., Fogel, J., Richter, L., Magyar-Russell, G., & McCann, U.** (2009). Approach-avoidance coping conflict in a sample of burn patients at-risk for posttraumatic stress disorder. *Depression and Anxiety, 26*, 838-50.

Thombs, B. D, Notes, L. D., Magyar-Russell, G., **Lawrence, J. W., Bresnick, M. G., & Fauerbach, J. A.** (2008). Body image satisfaction in burn survivors: From survival to socialization. *Journal of Psychosomatic Research, 64*, 205-212.

**Lawrence, J. W., Rosenberg, L. E., & Fauerbach, J. A.** (2007). Comparing the body esteem of pediatric survivors of burn injury with the body esteem of an age-matched comparison group without burns. *Rehabilitation Psychology, 52*, 370-379.

Thombs, B.D., Bresnick, M. G., Magyar-Russell, G., **Lawrence, J. W., McCann, U. D., & Fauerbach, J. A.** (2007). Symptoms of depression predict change in physical health after burn injury. *Burns, 33*, 292-8.

- Lawrence, J. W., Fauerbach, J. A., & Thombs, B. D.** (2006). Frequency and correlates of depression symptoms among long-term adult burn survivors. *Rehabilitation Psychology, 51*, 306-313.
- Lawrence, J. W., Fauerbach, J. A., & Thombs, B. D.** (2006). A test of the moderating role of importance of appearance in the relationship between perceived scar severity and body-esteem among adult burn survivors. *Body Image, 3*, 101-111.
- Lawrence, J. W., Fauerbach, J. A., Doctor, M., & Heinberg, L.** (2006). The reliability and validity of the Perceived Stigmatization Questionnaire (PSQ) and the Social Comfort Questionnaire (SCQ) among an adult burn survivor Sample. *Psychological Assessment, 18*, 106-111.
- Lawrence, J. W., Fauerbach, J. A., Heinberg, L., & Doctor, M.** (2004). Visible versus hidden scars and their relations to body-esteem. *Journal of Burn Care and Rehabilitation, 25*, 25-32.
- Lawrence, J. W., & Fauerbach, J. A.** (2003). Personality, coping, chronic stress, social support and PTSD symptoms among adult burn survivors: A path analysis. *Journal of Burn Care and Rehabilitation, 24*, 63-72.
- Fauerbach, J. A., **Lawrence, J. W., Bryant, A. G., & Smith, J. H.** (2002). The relationship of ambivalent coping to depression symptoms and adjustment. *Rehabilitation Psychology, 47*, 387-401.
- Lawrence, J. W., Carver, C. S., & Scheier, M. F.** (2002). Velocity toward goal attainment in immediate experience as a determinant of affect. *Journal of Applied Social Psychology, 32*, 788-802.
- Fauerbach, J. A., Heinberg, L., **Lawrence, J. W., Bryant, A. G., Richter, L., & Spence, R. J.** (2002). Coping with body image changes following a disfiguring burn injury. *Health Psychology, 21*, 115-121.
- Fauerbach, J. A., Richter, L., & **Lawrence, J. W.** (2002). Regulating acute posttrauma distress. *Journal of Burn Care and Rehabilitation, 23*, 249-257.
- Fauerbach, J. A., **Lawrence, J. W., Haythornthwaite, J. A., & Richter, L.** (2002). Coping with the stress of a painful medical procedure. *Behavior Research and Therapy, 40*, 1003 -1015.
- Fauerbach, J., Engrav, L., Kowalske, K., Bryant, A., Brych, S., **Lawrence, J. W., Li, G., Munster, A., & de Lateur, B.** (2001). Barriers to employment among working-aged patients with major burn injury. *Journal of Burn Care & Rehabilitation, 22*, 26-34.
- Haythornthwaite, J., **Lawrence, J. W., & Fauerbach, J.** (2001). Brief cognitive intervention for acute pain during burn dressing changes. *Annals of Behavioral Medicine, 23*, 42-49.
- Fauerbach, J., **Lawrence, J. W., Schmidt, C., Munster, A., & Costa, P.** (2000). Personality predictors of injury-related PTSD. *Journal of Nervous and Mental Disease, 188*, 510-517.

- Fauerbach, J., Heinberg, L., **Lawrence**, J. W., Munster, A., Palombo, D., & Richter, D. (2000). The effect of early body image dissatisfaction on subsequent psychological and physical adjustment following disfiguring injury. *Psychosomatic Medicine*, *62*, 576-582.
- Fauerbach, J., **Lawrence**, J. W., Munster, A., Palombo, D., & Richter, D. (1999). Prolonged adjustment difficulties among those with acute post trauma distress following burn injury. *Behavioral Medicine*, *22*, 359-378.
- Carver, C. S., **Lawrence**, J. W., & Scheier, M. F. (1999). Self-discrepancies and affect: Incorporating the role of feared selves. *Personality and Social Psychology Bulletin*, *25*, 783-792.
- Lawrence**, J. W., Fauerbach, J., Eudell, E., Ware, L., & Munster, A. (1998). Sleep disturbance following burn injury: A frequent yet understudied complication. *Journal of Burn Care and Rehabilitation*, *19*, 480-486.
- Lawrence**, J. W., Heinberg, L., Roca, R., Munster, A., Spence, R., & Fauerbach, J. (1998). Development and validation of the Satisfaction with Appearance Scale: Assessing body image among burn-injured patients. *Psychological Assessment*, *10*, 64-70.
- Fauerbach, J., **Lawrence**, J. W., Sordo, S. S., & Munster, A. (1998). Work status and attrition from longitudinal studies are influenced by psychiatric disorders. *Journal of Burn Care and Rehabilitation*, *19*, 247-252.
- Fauerbach, J., **Lawrence**, J. W., Haythornthwaite, J., Richter, D., McGuire, M., Schmidt, C., & Munster, A. (1997). Preburn psychiatric history affects post trauma morbidity. *Psychosomatics*, *38*, 374-385.
- Lawrence**, J. W., Fauerbach, J., & Munster, A. (1996). Early avoidance of traumatic stimuli predicts chronicity of intrusive thoughts following burn injury. *Behaviour Research and Therapy*, *34*, 643-646.
- Fauerbach, J., **Lawrence**, J. W., Haythornthwaite, J., McGuire, M., & Munster, A. (1996). Preburn psychiatric illness and post-injury adjustment in adult burn survivors. *Psychosomatics*, *37*, 547-555.
- Daugherty, T. K., & **Lawrence**, J. W. (1996). A study of the short-term effects of research participation on college males. *Journal of Psychology*, *130*, 71-77.
- Munster, A., Fauerbach, J., & **Lawrence**, J. W. (1996). Development and utilization of a psychometric instrument for measuring quality of life in burn patients, 1976 to 1996. *Acta Chirurgiae Plasticae*, *38*, 128-131.

#### CHAPTERS IN BOOKS

- Lawrence**, J. W. (in press). Burn injuries. In T. F. Cash (Ed.) *Encyclopedia of body image and human appearance*. Philadelphia, PA: Elsevier, Inc.

**Lawrence, J. W., & Fauerbach, J. A.** (in press). Body image issues associated with burn injuries. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice and prevention* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.

Rosenberg, L. E., **Lawrence, J. W.**, Rosenberg, M., & Fauerbach, J. A. (in press). Psychosocial recovery and reintegration of patients with burn injuries. In D. N. Herndon (Ed.) *Total burn care* (4<sup>th</sup> ed.). Philadelphia, PA: Elsevier, Inc.

Carver, C. S., **Lawrence, J. W.**, & Scheier, M. F. (1996). A control-process perspective on the origins of affect. In L. L. Martin & A. Tesser (Eds.), *Striving and feeling: Interactions between goals and affect* (pp. 11-52). Hillsdale, NJ: Erlbaum.

## 8. OTHER PUBLICATIONS

### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

**Lawrence, J. W.** (2007). Cooperative Care: A cooperative model for homecare. *Grassroots Economic Organizing Newsletter*, 74, 7-8.

**Lawrence, J. W.** (2007). Raising capital for worker cooperatives. *Grassroots Economic Organizing Newsletter*, 74, 10-13.

**Lawrence, J. W.** (2006). The "Fire the Boss!" Tour. *Grassroots Economic Organizing Newsletter*, 70, 24-25.

**Lawrence, J. W.** (2006). COLORS: A new democratic worker cooperative restaurant challenges the industry. *Dollars & Senses*, 266, 12-14.

**Lawrence, J. W.** (2005). William Greider's keynote address: The time has come for workplace democracy. *Grassroots Economic Organizing Newsletter*, 68, 11-12.

**Lawrence, J. W. & Estey, K.** (2005). Employees buy out NYC French restaurant. *Grassroots Economic Organizing Newsletter*, 68, 11-12.

**Lawrence, J. W.** (2005). Fair trade and cooperatives. *Grassroots Economic Organizing Newsletter*, 66, 5-6.

**Lawrence, J. W.** (2003). The 2003 Eastern Conference on Workplace Democracy. *Grassroots Economic Organizing Newsletter*, 58, 2-3.

**Lawrence, J. W.** (2003). The impending war on Iraq: An attack on peace, democracy and security. *Grassroots Economic Organizing Newsletter*, 56, 8-10.

**Lawrence, J. W.** (2002). Democratic worker cooperatives: An organizational strategy reconsidered for the 21<sup>st</sup> century. *New Politics*, IX(1), 116-122.

**Lawrence, J. W.** (2002). Researching the social experiences of burn survivors. *Burn Support News*, 2, 16.

**Lawrence, J. W.** (2002). Report back from the East Coast Conference for Workplace Democracy. *Grassroots Economic Organizing Newsletter*, 53, 2-4.

**Lawrence, J. W.** (2002). TeamX: A worker co-op joins the fight against the sweatshop apparel industry. *Grassroots Economic Organizing Newsletter*, 52, 8-10.

**Lawrence, J. W., & Fauerbach, J. A.** (Guest eds.). (2002). Psychology forum. *Journal of Burn Care and Rehabilitation*, 23, 227-228.

**Lawrence, J. W.** (1994). Free Trade: Trading democracy for the prosperity of the few. *New Politics*, IV(4), 70-79.

## BOOK REVIEWS

**Lawrence, J. W.** (2002). [Review of the book *Dying for growth: Global inequality and the health of the poor*]. *Journal of the American Medical Association*, 288, 641-643.

## ABSTRACTS

**Lawrence, J. W.** (1995). *Velocity of discrepancy reduction and affect: Experimentally manipulating direction, distance, and time*. Dissertation Abstracts International: Section B: The Sciences and Engineering, 55(8-B), 3626.

## 9. IN PROGRESS

### SUBMITTED FOR PUBLICATION

Mason, S. T., Lauterbach, D., & **Lawrence, J.**, & Fauerbach, J.A. (Under Review). Confirmatory factor analysis and invariance of the Davidson Trauma Scale in a longitudinal sample of burn patients.

## 10. REVIEWS OF CANDIDATE'S WORK

## 11. CURRICULUM DEVELOPMENT

Psy 223	Health Psychology
Psy 721	Cognitive and Behavioral Approaches to Counseling

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS A REVIEWER

Journal of Social and Clinical Psychology  
ePlasty, Open Access Journal of Plastic Surgery  
Rehabilitation Psychology  
Health Psychology  
Body Image  
Journal of Burn Care & Research

INVITED LECTURES

**Lawrence, J. W.** (2009). Visible distinctions: Stigma, distress, and resilience in adolescent and adult populations. Invited lecture presented at the *Fall Institute on Racism, Sexism, Bias and Oppression* at the University of Vermont.

CONFERENCE PRESENTATIONS

Mason, S. T., **Lawrence, J. W.**, Vincent, G., Fauerbach, J., & Maiers, A. (2010, November). *Natural history of body image and social adjustment following a major burn*. Poster presented at the annual conference of the International Society for Traumatic Stress Studies, Montreal, Quebec. CAN.

Mason, S. T., **Lawrence, J.**, Gabriel, V., Holavanahalli, R., Weichman-Askay, S., & Fauerbach, J. A. (2010, July) *Can we discern typical patterns of adjustment to altered appearance following burn injury?* Paper presented at the International Appearance Matters 4 Conference in Bristol, UK.

Fauerbach, J., McCann, U., Mason, S., Arceneaux, L., Richter, L., Fogel, J., & **Lawrence J.** (2008). *Suppressing and processing: Effect of order on posttrauma intrusive thoughts*. Paper presented at the Symposium at the Brain Science Institute, Johns Hopkins University. Baltimore, MD.

McKibben, J. B., Magyar-Russell, G., Bresnick, M. G., **Lawrence, J. W.**, Fauerbach, J. A. (2007, April). *The prediction of PTSD in a multivariate setting: A longitudinal study*. Paper presented at the meeting of the American Burn Association, San Diego, California.

**Lawrence, J. W.**, Rosenberg, L., Thombs, B. D., & Fauerbach, J. A. (2006, April). *Measuring perceived stigmatization among pediatric burn survivors*. Paper presented at the American Burn Association 2006 Annual Meeting, Las Vegas, Nevada.

**Lawrence, J. W.**, Rosenberg, L., Thombs, B. D., & Fauerbach, J. A. (2006, April). *Comparing parent and child perceptions of stigmatizing behavior*. Paper presented at the meeting of the American Burn Association, Las Vegas, Nevada.

**Lawrence, J. W.**, Rosenberg, L., Thombs, B. D., & Fauerbach, J. A. (2006, April). *Comparing the body-esteem of adolescent and young adult burn survivors to a nonburned control group*. Paper presented at the meeting of the American Burn Association 2006, Las Vegas, Nevada.

Thombs, B. D., Lattyak, R. M., Magyar-Russell G., **Lawrence, J. W.**, & Fauerbach, J. A. (2006, April). *Screening for symptoms of acute stress in patients with burn injury: An evaluation of the Stanford Acute Stress Reaction Questionnaire*. Paper presented at the meeting of the American Burn Association, Las Vegas, Nevada.

Thombs, B. D., Lattyak, R. M., Magyar-Russell, G., **Lawrence, J. W.**, & Fauerbach, J. A. (2006, April). *Depression in patients recovering from burn injury: Prevalence, persistence, and comorbidity with PTSD, and association with functional outcome*. Paper presented at the meeting of the American Burn Association, Las Vegas, Nevada.

- Thombs, B. D., Notes, L. D., Magyar-Russell, G. M., **Lawrence**, J. W., & Fauerbach, J. A. (2006, April). *Body image satisfaction in burn survivors: From survival to socialization*. Paper presented at the meeting of the American Burn Association, Las Vegas, NV.
- McKibben, J., Magyar-Russell, G. M., Fauerbach, J. A., Thombs, B. D., & **Lawrence**, J. W. (2006, April). *Predicting post traumatic stress disorder from acute stress disorder in burn injured patients: A longitudinal study*. Paper presented at the meeting of the American Burn Association, Las Vegas, NV.
- Lawrence**, J. W., Fauerbach, J. A., & Thombs, B. D. (2005). *Burn severity and importance of appearance: Testing the competence X importance model of body-esteem*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Thombs, B. D., Price, M.C., Fauerbach, J.A., Magyar-Russell, G., & **Lawrence**, J. W. (2005). *Body image satisfaction in burn survivors: Natural history across periods of wound healing, maximal scar activity, and approaching scar maturity*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Lawrence**, J. W., Fauerbach, J. A., & Thombs, B. D. (2004). *Depression symptoms among long-term adult burn survivors*. Paper presented at the meeting of the American Burn Association, Vancouver, BC.
- Thombs, B. D., Fauerbach, J. A., Reiss, K. A., Spence, R. J., Neel, M. L., & **Lawrence**, J.W. (2004, March). *Acceptance coping and adjustment after burn injury*. Paper presented at the meeting of the American Burn Association, Vancouver, BC.
- Fauerbach, J. A., McCann, U. D., **Lawrence**, J. W., Goodwin, C., & Spence, R. J. (2004, March). *Re-experiencing symptoms sensitize autonomic responding*. Presentation at the annual meeting of the American Burn Association, Vancouver, BC.
- Fogel, J., Fauerbach, J. A., & **Lawrence**, J. W. (2004, March). *Traumatic burn event and non-event speech codes among acute burn survivors*. Poster session presented at the annual meeting of the Society of Behavioral Medicine, Baltimore, MD.
- Reiss, K., Neel, M., Spence, R. J., **Lawrence**, J. W., & Fauerbach, J. A. (2004, March). *Acceptance coping is important in facilitating positive adjustment*. Paper presented at the meeting of the American Burn Association, Vancouver, BC.
- Fauerbach, J. A., Fogel, J., **Lawrence**, J. W., Goodwin, C., Spence, R. J. (2004, March). *Quantifying thoughts through speech: A valid, reliable, manual-driven, coding scheme*. Paper presented at the meeting of the American Burn Association, Vancouver, BC.
- Lawrence**, J. W., Fauerbach, J. A., Heinberg, L., & Doctor, M. (2003, March). *Construct validity of the perceived stigmatization questionnaire (PSQ) among adults*. Paper presented at the meeting of the American Burn Association, Miami, FL.
- Lawrence**, J. W., Fauerbach, J. A., Heinberg, L., & Doctor, M. (2003). *Visible verses hidden scars and social and emotional adjustment*. Paper presented at the meeting of the American Burn Association, Miami, FL.

- Neel, M. L., Fauerbach, J. A., **Lawrence**, J. W., & Goodwin, C. (2003). *The impact of emotion-focused coping and behavior disengagement on posttraumatic distress in adults with severe burn injury*. Paper presented at the meeting of the American Burn Association, Miami, FL.
- Fauerbach, J. A., Richter, L., & **Lawrence**, J. W. (2002). *Testing for a delayed rebound effect in the acute trauma setting*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Heinberg, L., Fauerbach, J. A., **Lawrence**, J. W., & Spence, R. J. (2002). *Behavioral body image predicts future social and psychological functioning*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Lawrence**, J. W., Fauerbach, J. A., Kuhlemeier, K., & Smith, J. (2002). *Personality, gender, stress, coping and PTSD: A path analysis*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Fauerbach, J. A., Heinberg, L., **Lawrence**, J. W., & Spence, R. J. (2002). *Acute and chronic effects of ambivalent coping style on body image and general distress*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Krabak, B., de Lateur, B. J., Ware, L., & **Lawrence**, J. W. (2002). *Deconditioning among survivors of severe burns: pilot study*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Lawrence**, J. W., Doctor, M., Heinberg, L., & Fauerbach, J. A. (2002). *Assessing perceived social stigmatization among burn survivors*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Shapiro, S., & **Lawrence**, J. W. (2002). *Multisystem failure: Seeking justice for poor children and families*. Paper presented at the meeting of the Society for the Psychological Study of Social Issues, Toronto, ON.
- Ware, L. C., & **Lawrence**, J. W. (2001). *The usefulness of grip and pinch strength measurements with burn patients*. Paper presented at the meeting of the American Burn Association, Boston, MA.
- Ware, L. C., **Lawrence**, J. W., Costea, D., & de Lateur, B. (2001). *Self-selected walking speed as an outcome measure for burn patients*. Paper presented at the meeting of the American Burn Association, Boston, MA.
- Lawrence**, J. W., Fauerbach, J., Kuhlemeier, K., & Smith, J. (2001). *Predicting PTSD symptoms*. Paper presented at the meeting of the American Burn Association, Boston, MA.
- Fauerbach, J., de Lateur, B., Engrav, L., Helm, P., Kowalske, K., Lezotte, D., **Lawrence**, J. W., Smith, B., Brych, B., & Ware, L. (2001). *Workmen's compensation: Does it affect 6-month outcome after a major burn?* Paper presented at the meeting of the American Burn Association, Boston, MA.



- Lawrence, J. W., Doctor, M., Fauerbach, J. A., & Heinberg, L.** (2001, July). *Perceived social stigmatization, body image and social power among burn survivors*. Paper presented at the Critical Psychology Conference, Monterey, CA.
- Lawrence, J. W., Fauerbach, J., Bryant, A., & Munster, A.** (2000). *Distinguishing body image from other aspects of post-burn distress*. Paper presented at the meeting of the American Burn Association, Las Vegas, NV.
- Fauerbach, J., **Lawrence, J. W., Richter, L., Bryant, A., de Lateur, B., Pellescki, S., & Munster, A.M.** (2000, March). *Does suppression of traumatic memories lead to their chronicity?* Paper presented at the meeting of the American Burn Association, Las Vegas, NV.
- Fauerbach, J., **Lawrence, J. W., Haythornthwaite, J., Bryant, A., Munster, A., & Palombo, D.** (1999, March). *Randomized, controlled trial of two cognitive methods of coping with procedural distress*. Paper presented at the meeting of the American Burn Association, Orlando, FL.
- Fauerbach, J., **Lawrence, J. W., Richter, L., Munster, A., & Bryant, A.** (1999). *The influence of two cognitive methods of coping on post-traumatic intrusive symptoms*. Paper presented at the meeting of the American Burn Association, Orlando, FL.
- Bryant, A., Fauerbach, J., **Lawrence, J. W., & Munster, A.** (1999). *Gender, but not age, affects the development of PTSD following burn injury*. Paper presented at the meeting of the American Burn Association, Orlando, FL.
- Bryant, A., Fauerbach, J., **Lawrence, J. W., & Munster, A.** (1999). *Demographic subgroups are associated with differences in event and injury descriptors*. Paper presented at the meeting of the American Burn Association, Orlando, FL.
- Lawrence, J. W., Fauerbach, J. A., Welsant, V., & Munster, A.** (1999, March). *The reliability and validity of the Davidson Trauma Scale among burn injured patients*. Paper presented at the meeting of the American Burn Association, Orlando, FL.
- Lawrence, J. W., Fauerbach, J., & Munster, A.** (1998, March). *Sleep disturbance following burn injury: A frequent yet understudied complication*. Paper presented at the meeting of the American Burn Association, Chicago, IL.
- Fauerbach, J., **Lawrence, J. W., Munster, A., Ware, L., Sordo, S., & Heinberg, L.** (1998, March). *Body image dissatisfaction affects psychological and physical adjustment following burn injury*. Paper presented at the annual meeting of the American Burn Association, Chicago, IL.
- Fauerbach, J., **Lawrence, J. W., Munster, A., Ware, L., Sordo, S., & Richter, D.** (1998, March). *Traumatic stress is related to quality of life following severe burn injury*. Paper presented at the meeting of the American Burn Association, New York, NY.

- Lawrence, J. W., Fauerbach, J., Richter, D., Sordo, S., & Munster, A. M. (1997).** *Comorbidity of post-traumatic stress disorder and depression symptoms in burn patients.* Paper presented at the meeting of the American Burn Association, New York, NY.
- Lawrence, J. W., Fauerbach, J., Richter, D., Sordo, S., Spence, R., & Munster, A. (1997).** *A longitudinal study of quality of life among burn patients with and without post-traumatic stress disorder.* Paper presented at the meeting of the American Burn Association, New York, NY.
- Lawrence, J. W., Haythornthwaite, J., & Fauerbach, J. (1997).** *Brief cognitive intervention for the treatment of acute pain during post-burn dressing change.* Paper presented at the meeting of the American Pain Society, New Orleans, LA.
- Fauerbach, J., **Lawrence, J. W., Richter, D., Sordo, S., & Munster, A. M. (1997).** *Coping and burn location predict post-traumatic stress disorder.* Paper presented at the meeting of the Society of Behavioral Medicine, San Francisco, CA.
- Fauerbach, J., **Lawrence, J. W., Richter, D., Sordo, S., & Munster, A.M. (1997).** *Body image distress: Predictors and impact on post-burn adjustment.* Paper presented at the meeting of the Society of Behavioral Medicine, San Francisco, CA.
- Lawrence, J. W., Fauerbach, J., & Munster, A. (1996).** *Construct validity of the Davidson PTSD Scale in an inpatient burn population.* Paper presented at the meeting of the American Burn Association, Nashville, TN.
- Lawrence, J. W., Fauerbach, J., & Munster, A. (1996).** *The Satisfaction With Appearance Scale for burn patients.* Paper presented at the meeting of the American Burn Association, Nashville, TN.
- Fauerbach, J., **Lawrence, J. W., Heinberg, L., & Munster, A. (1996).** *Body image is related to patient and burn characteristics after burn injury.* Paper presented at the annual meeting of the American Burn Association, Nashville, TN.
- Fauerbach, J., **Lawrence, J. W., & Munster, A. (1996).** *Coping strategies affect distress, psychopathology and quality of life.* Paper presented at the meeting of the Society of Behavioral Medicine, Washington, DC.
- Fauerbach, J., **Lawrence, J. W., & Munster, A. (1996).** *Integrated burn teams enhance early functional outcomes in psychosocial domains.* Paper presented at the meeting of the Society of Behavioral Medicine, Washington, DC.
- Daugherty, T., **Lawrence, J. W., & Perry, O. E. (1995).** *Childhood victimization and development of anxiety among male college students.* Paper presented at the meeting of the Society of Personality Assessment, Atlanta, GA.
- Fauerbach, J., **Lawrence, J. W., & Munster, A. (1995).** *Predictability and controllability following a burn injury.* Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Washington, DC.

**Lawrence, J. W., Fauerbach, J., & Munster, A. (1995).** *Avoidance of traumatic stimuli at discharge predicts intrusive thoughts four months following burn injury.* Paper presented at the annual meeting of the Society of Behavioral Medicine, San Diego, CA.

Fauerbach, J., **Lawrence, J. W., & Munster, A. (1995).** *Personality affects distress, psychopathology and length of stay in burn patients.* Paper presented at the annual meeting of the Society of Behavioral Medicine, San Diego, CA.

Hayes, A. M., Castonguay, L. G., Goldfried, M. R., & **Lawrence, J. W. (1993).** *An interpersonal focus in cognitive therapy for depression: The relationship with treatment response and relapse.* Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Atlanta, GA.

Hayes, A. M., Castonguay, L. G., Goldfried, M. R., & **Lawrence, J. W. (1993).** *Therapist interventions associated with change in explanatory style during cognitive therapy for depression.* Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Atlanta, GA.

#### OTHER

Maryland Psychologist License No. 03206

New York Psychologist License No. 015849

Member of Editorial Board of *Grassroots Economic Organizing Newsletter*

#### 11. CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Burn Association

Society for the Psychological Study of Social Issues

#### 12. RECORD OF TEACHING

Abnormal Psychology

Health Psychology

Psychotherapy

Developmental Psychology

Cognitive and Behavioral Approaches to Counseling

Independent Study Students

#### 13. RECORD OF SERVICE

##### COMMUNITY

2002 – 2010                      Peace Action Staten Island  
Various positions including chairperson (2006-2008)

1999 – 2002                      Baltimore Action for Justice in the Americas  
Baltimore, USA – El Barío, El Salvador Sister City Project  
Co-Coordinator

CSI

2005-2009	Medical School Advisory Committee
2002-2005	Honors College Advisory Committee
2007-2010	Faculty Advisor to CSI Peace Club
2008-2009	Participated in LGBT Safe Zone Training
2006-2007	2 Program Development Committee grants to bring speakers to CSI
2005-2006	2 Program Development Committee grants to bring speakers to CSI
Fall, 2005	Coordinated PSC-CUNY grant review process for three grants
Spring, 2005	Judge in CSI Undergraduate Research Poster Contest
Fall, 2004	Coordinated PSC-CUNY grant review process for four grants
Spring, 2004	Sociology Search Committee
Fall, 2003	Writing Across the Curriculum Study Group

DEPARTMENT/PROGRAM

2010 – 2011	Psychology Search Committee, Chair
2010 – 2011	Deputy Chair, Adjunct Scheduling
2008 – 2011	Masters in Mental Health Counseling Program Committee
2008 – 2009	Organized Psychology Colloquium Series
2008 – 2009	Appointments Committee
2008 – 2009	On the thesis committee of five honors students
2007 – 2009	Deputy Chair, faculty scheduling
2007 – 2009	Counseling Psychology Search Committee
2007 – 2008	On the thesis committee of two honors students
2006 – 2007	Escorted Psychology Club members to Association for Psychological Science in Washington DC
2005 – 2010	Participated on Careers in Psychology Panel
2004 – 2005	Child Clinical Psychology Search Committee Affirmative Action Officer
2002 – 2003	Clinical Psychology Search Committee, Chair

MENTORING – INDEEPENDENT STUDY/HONORS STUDENTS

Jason DeGenaro  
Michelle Garofano  
Cory Giannina  
Ray Fiore  
Hadessa Herman  
Annie Makarova  
Bruce Reese



2008	Dean's Summer Research Award, College of Staten Island
2008	Summer Research Stipend (For Nicole Lukovsky)
2008	William Stewart Travel Award, CUNY Academy for the Humanities and Sciences
2007	Poster highlighted for investigator's workshop, American Epilepsy Society Meeting
2002	Excellence in Research Award, Psychology Dept., SUNY Stony Brook
1998	Innovation in Teaching Award, Psychology Dept., SUNY Stony Brook
1998	Honorable Mention: Predoctoral Fellowship, National Science Foundation
1997-2002	Travel Award, Psychology Dept., SUNY Stony Brook
1998	Helen B. Daly Award for Outstanding Research in Psychology, SUNY at Oswego

## 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

	<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or</u>
<b>Pending:</b>	NIH-NIMH R15 Award	Testing the autism/epilepsy link: Social behavior and seizure activity in two rodent species.	413,824	300,000 Direct	6/25/11	PI
<b>Awarded:</b>	PSC-CUNY Round 42	Automated Measurement of Social Behavior in the Naked Mole Rat	3500.00	All Direct	1/21/11	PI
	PSC-CUNY Round 41	The Role of Vascular Endothelial Growth Factor in Brain Development	4375.77	All Direct	10/14/09	PI
	PSC-CUNY Round 40	Effects of exercise on learning deficits associated with perinatal hypoxia-induced seizures	3,000	All Direct	10/15/08	PI
	Decade of Science Equipment Funding (CUNY)	Functional analysis of at-risk neurons in epilepsy	138,465	Equipment	1/29/09	PI
	Graduate Research Technology Initiative (DASNY)	Development of visualized patch clamp electrophysiology for single cell recording and reconstruction	24,701	Equipment	6/30/08	PI
	CUNY Collaborative Incentive Award	Endogenous VEGF in the Development and Protection of Cortical Networks in the Neonatal Rat	38,000	All Direct	3/4/08	PI

	PSC-CUNY Round 39	Multielectrode array recording and closed-loop stimulation of the hippocampus in a model of epilepsy	4,000	All Direct	11/30/07	PI
	Epilepsy Foundation	Anatomy and Physiology of Burst-generating Neurons in a Model System of a Hippocampal Seizure Focus	50,000	All Direct	9/1/06	PI
	Milken Family Foundation/ American Epilepsy Society	The Role of Seizures in the Development of Ectopic Granule Cells	40,000	Postdoctoral Fellowship	12/1/03	Co-PI
<b>Not Awarded:</b>	NSF CAREER	CAREER:Anatomical, physiological, and functional measures of the naked mole rat hippocampus during acute and chronic hypoxia	646,635 Direct	1,001,488 Total	7/19/10	PI
	NIH-NINDS R01 Award	Hippocampal Oxytocin System Relation to the Degree of Centrality of Social Behavior in the Naked Mole Rat	1,000,000 Direct	1,525,826.94 Total	6/3/10	PI
	NIH-NINDS R15 Award	Investigating the role of vascular endothelial growth factor on synapse formation in the early postnatal rat.	176,430	150,000 Direct	6/25/09	PI

**7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

**PRINT AND ELECTRONIC**

BOOKS

REFEREED ARTICLES

**McCloskey, D.P.**, Kress M.E., Imberman, S.P. Kushnir, I., Briffa-Mirabella, S.A. (2011) From Market Baskets to Mole Rats: Using Data Mining Techniques to Analyze RFID Data Describing Mole Rat Behavior Proceedings of the 16th ACM SIGKDD international conference on knowledge discovery and data mining (In Press)

Pierce, J. P., Punsoni, M., **McCloskey, D. P.**, & Scharfman, H. E. (2011) The morphometry of hilar ectopic granule cells in the rat. *Journal of Comparative Neurology* 519(6):1196-218

Anderson, B.J., Greenwood, S.J., **McCloskey, D.P.** (2010) Exercise as an intervention for the age-related decline in brain metabolic support. *Frontiers in Aging Neuroscience* 2:30.

Scharfman, H.E., **McCloskey D.P.** (2009) Postnatal neurogenesis as a therapeutic target in temporal lobe epilepsy. *Epilepsy Research* 85(2):150-161

Scharfman, H.E. Malthankar-Phatak, G.H., Friedman D., Pearce BP, **McCloskey D.P.** Harden C.J.,and MacLusky N.L. (2009) A Rat Model of Epilepsy in Women: a Tool to Study Physiological Interactions Between Endocrine Systems and Seizures *Endocrinology* 150 (9): 4437-4442.

**McCloskey, D.P.**, Hintz, T.M., & Scharfman, H.E. (2008) Plasticity and electrophysiological effects of vascular endothelial growth factor on motor neurons. *Brain Research Bulletin* 76(1-2): 36-44.

Nicoletti, J.N., Shah, S.K., Goodman, J.H., **McCloskey, D. P.**, Elkady, A., Solla, A., Hylton, D., Rudge, J.S., Scharfman, H.E., & Croll, S.D. (2008) Vascular endothelial growth factor (VEGF) is upregulated after status epilepticus and protects against seizure-induced neuronal loss. *Neuroscience* 151(1): 232-241.

Winawer, M.R., Makarenko, N., **McCloskey, D.P.**, Hintz, T.M., Nair, N., Palmer, A.A., Scharfman, H.E. (2007) Acute and chronic responses to the convulsant pilocarpine in DBA/2J and A/J mice. *Neuroscience* 149:465-475.

Scharfman, H.E., Hintz, T.M., Gomez, J., Stormes, K.A., Barouk, S., Malthankar-Phatak, G.H., **McCloskey, D.P.**, Luine, V.N., MacLusky, N.J. (2007) Changes in hippocampal function of ovariectomized rats after sequential low doses of estradiol to simulate the preovulatory estrogen surge. *European Journal of Neuroscience* 26:2595-2612.

Scharfman, H. E., Goodman, J. H., & **McCloskey, D. P.** (2007) Ectopic granule cells of the rat dentate gyrus. *Developmental Neuroscience*, 29 (1-2).

Pierce, J. P., Punsoni, M., **McCloskey, D. P.**, & Scharfman, H. E. (2007) Mossy cell axon synaptic contacts on ectopic granule cells that are born following pilocarpine-induced seizures. *Neuroscience Letters* 422:136-140.

**McCloskey, D. P.**, Hintz, T. M., Pierce, J. P., & Scharfman, H. E. (2006). Stereological methods reveal the robust size and stability of ectopic hilar granule cells after pilocarpine-induced status epilepticus in the adult rat. *European Journal of Neuroscience*, 24(8), 2203-2210.

**McCloskey, D. P.**, Croll, S. D., & Scharfman, H. E. (2005). Depression of synaptic transmission by vascular endothelial growth factor in adult rat hippocampus and evidence for increased efficacy after chronic seizures. *Journal of Neuroscience*, 25(39), 8889-8897.

Pierce, J. P., Melton, J., Punsoni, M., **McCloskey, D. P.**, & Scharfman, H. E. (2005). Mossy fibers are the primary source of afferent input to ectopic granule cells that are born after pilocarpine-induced seizures. *Experimental Neurology*, 196(2), 316-331.

Coburn-Litvak, P. S., Tata, D. A., Gorby, H. E., **McCloskey, D. P.**, Richardson, G., & Anderson, B. J. (2004). Chronic corticosterone affects brain weight, and mitochondrial, but not glial volume fraction in hippocampal area CA3. *Neuroscience*, 124(2), 429-438.

Coburn-Litvak, P. S., Pothakos, K., Tata, D. A., **McCloskey, D. P.**, & Anderson, B. J. (2003). Chronic administration of corticosterone impairs spatial reference memory before spatial working memory in rats. *Neurobiology of Learning and Memory*, 80(1), 11-23

**McCloskey, D. P.**, Adamo, D. S., & Anderson, B. J. (2001). Exercise increases metabolic capacity in the motor cortex and striatum, but not in the hippocampus. *Brain Research*, 891(1-2), 168-175.

Anderson, B. J., Rapp, D. N., Baek, D. H., **McCloskey, D. P.**, Coburn-Litvak, P. S., & Robinson, J. K. (2000). Exercise influences spatial learning in the radial arm maze. *Physiology & Behavior*, 70(5), 425-429.



## CHAPTERS IN BOOKS

Anderson, B.J., **McCloskey, D.P.**, Mitchell, N.A., Tata, D.A. (2008) Exercise effects on learning and neural systems. In W.W. Spirduso, L.W. Poon, & W. Chodzko-Zajko (Eds.) *Aging, Exercise, and Cognition Volume 3: Enhancing Cognitive and Brain Plasticity*. Champaign, Illinois: Human Kinetics.

**McCloskey, D. P.**, & Anderson, B. J. (2005). Running away from epilepsy: Exercise-regulated gene expression. In H. E. Scharfman, & Binder D.K. (Eds.), *Growth Factors and Epilepsy*. New York: Nova Sciences. pp 207-225.

Croll, S. D., **McCloskey, D. P.**, Nicoletti, J. N., & Scharfman, H. E. (2005). VEGF as a novel seizure therapeutic: Killing two birds with one stone. In H. E. Scharfman, & D. K. Binder (Eds.), *Growth Factors and Epilepsy*. NY: Nova Sciences. pp141-157.

Anderson, B. J., **McCloskey, D. P.**, Tata, D. A., & Gorby, H. E. (2003). Physiological psychology: Biological and behavioral outcomes of exercise. In S. F. Davis (Ed.), *Handbook of research methods in experimental psychology*. Oxford: Blackwell Publishing Company .pp 323-345.

## REFEREED PROCEEDINGS

## ENCYCLOPEDIA/DICTIONARY ENTRIES

## SERIES EDITORSHIPS

## CREATIVE WORKS (Indicate juried, invited)

## PERFORMANCES

## 8. OTHER PUBLICATIONS

### PRINT AND ELECTRONIC

## NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

## NON-JURIED CREATIVE WORKS AND PERFORMANCES

## BOOK REVIEWS

## ABSTRACTS (Selected)

**McCloskey, D.P.**, Assini , R\*. (2011) The naked mole rat as a unique animal model in the study of epilepsy. *Submitted: American Epilepsy Society*, June 2011.

Briffa-Mirabella, S.A.\*, Goodman, J.H, Kress' M.E., **McCloskey, D.P.** (2011) Developmental hypothyroidism affects social behavior and activity levels in the rat. *Submitted: Society for Neuroscience*. May 2011.

Weidner, K.L.\*, Goodman, J.H., Chadman, K.K. **McCloskey, D.P.** (2011) Aging-induced seizure-related changes to the hippocampal mossy fiber pathway in forebrain specific BDNF overexpressing mice. *Submitted: Society for Neuroscience*. May 2011.

Willner, A. \*, Briffa-Mirabella, S.A. \*, **McCloskey, D.P.** (2010) Alterations in dopamine DRD4 receptor and sustained visuospatial attention in the rat prenatal hypoxia model of epilepsy. *Abstract No 3.277, 2010, American Epilepsy Society Annual Meeting, www.aesnet.org*

Arout, C. \*, Kest, B., **McCloskey, D.P.** (2010) C-Fos activation in the periaqueductal grey following acute morphine-3 $\beta$ -glucuronide administration. *Program no. 368.22 2010 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

Briffa-Mirabella, S.A.\*, **McCloskey, D.P.**, Gilbert, M.E., Ramos, R.L., Goodman, J.H. (2010) Neocortical hypertrophy following developmental hypothyroidism in rats. *Program no. 537.2. 2010 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D.P.**, Goldman, S., Goldman, B.G. (2010) Lack of hippocampal VEGF and VEGFR2 expression in the hypoxia tolerant naked mole rat. *Program no. 388.14. 2010 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

Briffa-Mirabella, S.A.\*, Gilbert, M.E., Goodman, J.H., Ramos, R.L., **McCloskey, D.P.** (2009) Electrophysiological evidence of cortical input to heterotopias neurons in developmentally hypothyroid rats. *Program no. 219.3. 2009 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

Briffa-Mirabella, S.A.\*, Lukovsky, N.L.\*, Tabbara, E.I.\*, Latif, A.A.\*, Domdeth, J.\*, Schevon, C.A., Emerson, R.G., Scharfman, H.E., **McCloskey, D.P.** (2009) Intensification of area CA1 inhibition during epileptogenesis in pilocarpine-treated rats. *Program no. 241.11 2009 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

Tabbara, E.I.\*, Lukovsky, N.L.\*, Latif, A.A.\*, Briffa-Mirabella, S.\*, Magdic, G.\*, **McCloskey, D.P.** (2008) Somatic and perisomatic VGAT upregulation in functionally significant hippocampal regions during epileptogenesis in the rat pilocarpine model of epilepsy. *Program no. 46.x. 2008 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, Schevon, C. A., Ng, S. K., Cappell, J., Gilliam, F. G., Emerson, R. G., Scharfman, H.E. (2007) Spontaneous epileptiform burst discharges in the epileptic and control rat hippocampal slice recorded with a 96 tip multielectrode array. *Program no. 333.3. 2007 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, Hintz, T. M., Malthankar-Phatak, G. H., & Scharfman, H. E. (2006). Potential mood dysregulation in adult male rats with recurrent seizures. *Program no. 278.4. 2006 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, Hintz, T. M., Pierce, J. P., & Scharfman, H. E. (2005). Stereological estimation of the number of ectopic granule cells in the hilus following pilocarpine-induced status epilepticus. *Epilepsia*, 46(s8), 295.

**McCloskey, D. P.**, & Scharfman, H. E. (2005). Effects of vascular endothelial growth factor (VEGF) on neurons of the hypoglossal nucleus in adult rat brainstem slices. *Program no. 730.5. 2005 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, & Scharfman, H. E. (2004) Delayed development of area CA3 epileptiform bursts in vitro after pilocarpine-induced status epilepticus. *Epilepsia*, 45(7), 22.

**McCloskey, D. P.**, Croll, S. D., & Scharfman, H. E. (2004). Vascular endothelial growth factor suppresses hippocampal glutamatergic transmission. *Program no. 567.21. 2004 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, & Anderson, B. J. (2003). Exercise is related to spatial memory performance, status epilepticus development, and hippocampal damage following kainic acid. *Program no. 533.17. 2003 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, Tata, D. A., Gorby, H. E., & Anderson, B. J. (2002). Kainic acid impairs spatial learning in the Barnes circular platform maze 1 and 5 mo. after injection. *Program no. 600.16. 2002 abstract Viewer/Itinerary planner*. Washington, DC: Society for Neuroscience.

**McCloskey, D. P.**, Coburn-Litvak, P. S., Tata, D. A., Pothakos, K., Khalsa, S., & Anderson, B. J. (2001). 21 days of stress-related hormones increase synapse numbers but not the capacity for oxidative metabolism in hippocampal CA3. *Society for Neuroscience Abstracts*, 27(1)

**McCloskey, D. P.**, Adamo, D., & Anderson, B. J. (2000). Does exercise affect cytochrome oxidase activity in rat motor cortex? . *Society for Neuroscience Abstracts*, 26(2), 1743

**McCloskey, D. P.**, Shapiro, L., & Anderson, B. J. (2000). Teaching diverse laboratory techniques in a research university. *Society for Neuroscience Abstract*, 26(1), 43.

\*CSI student

## 9. IN PROGRESS (Optional)

### PRINT AND ELECTRONIC

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

**McCloskey, D.P.**, & Scharfman, H.E. Characterization of spontaneous burst discharges of area CA3 pyramidal cells in hippocampal slices of pilocarpine-treated rats with recurrent seizures. (Submitted to *Epilepsy Research* 6/15/11, pending approval of minor revisions, 12 pages).

Weidner, K.L., Goodman, J.H., Chadman, K.K. **McCloskey, D.P.** (2011) Aging-induced seizure-related changes to the hippocampal mossy fiber pathway in forebrain specific BDNF overexpressing mice. (Submitted to *Aging and Disease* 5/5/11, 20 pages)

Levano, K., Punia, V., Raghunath, M., Ranjan Debata, P., Curcio, G., Mogha, A., Purkayastha, S., **McCloskey, D.**, Fata, J., Banerjee, P. Deletion of *Atp8a1* Causes Phosphatidylserine (PS) Externalization in Mouse Hippocampus and Behavioral Anomalies . (Submitted to *Neuron* on 6/7/10, 33 pages).

### IN PREPARATION FOR RESUBMISSION

Tata, D.A., Kawashima, N., **McCloskey, D. P.**, Gorby, H. E., & Anderson, B. J. Twenty one days of stress-related hormone administration decreases exploration in the rat. (Submitted to *Physiology and Behavior*).

### IN PREPARATION

Briffa-Mirabella, S.A., Gilbert, M.E., **McCloskey, D.P.**, Goodman, J.H.. Developmental Hypothyroidism Produces Long-Term Changes in Neocortical and Hippocampal Morphometry. (To be submitted to *Neuroscience*).

Briffa-Mirabella, S.A., Lukovsky, N.L., Schevon, C.A., Emerson, R.G., Scharfman, H.E., **McCloskey, D.P.** Intensification of area CA1 inhibition during epileptogenesis in pilocarpine-treated rats.(To be submitted to *epilepsy research*)

**McCloskey, D. P.**, Hintz, T. M., Malthankar-Phatak, G. H., & Scharfman, H. E. Mood dysregulation in pilocarpine-treated rats with recurrent seizures. (To be submitted to *Epilepsy and Behavior*).

## 10. REVIEWS OF CANDIDATE'S WORK

### 11. CURRICULUM DEVELOPMENT

2008 Teaching Academy for Online Course Development, College of Staten Island

### NEW COURSE OR PROGRAM DESIGN

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER

See National Service Below

### TECHNICAL REPORTS

### PATENTS

## CONSULTANCIES

### LECTURES AND PAPERS PRESENTED

#### INVITED LECTURES:

- 2011 Data, Graphs, and Combinatorics in Bioinformatics, Finance, Linguistics, and National Security
- 2007 Department of Psychology, City University of New York, Queens College
- 2007 Comprehensive Epilepsy Center, Department of Neurology, Columbia University
- 2007 Department of Psychology, SUNY Stony Brook
- 2006 Department of Psychology, University of Connecticut, Storrs
- 2005 Comprehensive Epilepsy Center, Department of Neurology, Columbia University
- 2004 Comprehensive Epilepsy Center, Department of Neurology, Columbia University
- 2001-2007 Posters presented at the Society for Neuroscience annual meeting.
- 2004-2007 Posters presented at the American Epilepsy Society annual meeting.

#### INVITED PRESENTATIONS at INTERNATIONAL MEETINGS:

- 2009 ALA Scientific Researcher Showcase, Society for Neuroscience Meeting, Chicago
- 2007 Invited slide presentation, Society for Neuroscience annual meeting,
- 2006 Gordon Research Conference, Mechanisms of Epilepsy and Neuronal Synchronization

## PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA, CURATORIAL ACTIVITIES

## CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

Society for Neuroscience  
 American Epilepsy Society  
 American Physiological Society  
 New York Academy of Sciences  
 Cajal Club

### 13. RECORD OF TEACHING AT CSI (list courses taught)

Fall '07 PSY 201, Psychological Research Methods  
 Fall '07 PSY 232, Physiological Psychology  
 Fall '07 NSM 709, Cognitive Neuroscience (Co-taught)

Fall '08 PSY 201, Psychological Research Methods  
 Fall '08 NSM 709, Cognitive Neuroscience (Co-taught)

Spring '09 PSY 201, Psychological Research Methods  
 Spring '09 NSM 700/ESC 740, Statistics (Co-taught)

Fall '09 PSY 201, Psychological Research Methods  
 Fall '09 NSM 709, Cognitive Neuroscience (Co-taught)

Spring '10 PSY 201, Psychological Research Methods  
 Spring '10 NSM 700/ESC 740, Statistics (Co-taught)

Fall '10 Hon 233, Science and Technology in NYC  
 Fall '10 NSM 709, Cognitive Neuroscience

Spring '11 PSY 201, Psychological Research Methods  
 Spring '11 PSY 239, Physiological Psychology: Motivated Behavior

### **Mentoring**

Spring '08 BIO 594, Independent Study in Biology (Eman Tabbara)  
 Spring '08 PSY 201, Psychological Research Methods  
 Spring '08 PSY 598, Independent Study in Psychology (Padmi Ranasinghe)  
 Spring '08 NSM 798 Master's Thesis Advisor, (Gordimir Magdic and Jennifer Bessette)

Fall '08 PSY 598, Independent Study in Psychology (Nicole Lukovsky)  
 Fall '08 PSY 598, Independent Study in Psychology (Deoram Persaud)  
 Fall '08 BIO 594, Independent Study in Biology (Eman Tabbara)  
 Fall '08 BIO 594, Independent Study in Biology (Azar Latif)  
 Fall '08 NSM 798 Master's Thesis Advisor, (Gordimir Magdic and Jenny Foster)

Spring '09 PSY 598, Independent Study in Psychology (Nicole Lukovsky)  
 Spring '09 PSY 598, Independent Study in Psychology (Jimmy Domdeth)  
 Spring '09 BIO 594, Independent Study in Biology (Eman Tabbara)  
 Spring '09 BIO 594, Independent Study in Biology (Azar Latif)  
 Spring '09 NSM 798 Master's Thesis Advisor, (Gordimir Magdic and Jenny Foster)

Fall '09 PSY 598, Independent Study in Psychology (Allyson Willner)  
 Fall '09 PSY 598, Independent Study in Psychology (Brian Kateman)  
 Fall '09 BIO 594, Independent Study in Biology (Azar Latif)

Spring '10 PSY 593, Independent Study in Psychology (Allyson Willner)  
 Spring '10 PSY 593, Independent Study in Psychology (Reham Hassan)  
 Spring '10 BIO 593, Independent Study in Biology (Sylvana Salama)  
 Spring '10 NSM 798 Master's Thesis Advisor, (Igor Kushnir and Sheby Abraham)  
 Spring '10 PhD Thesis Advisor, Program in Neuroscience (Susan Briffa- Mirabella)

Fall '10 PSY 593, Independent Study in Psychology (Reham Hassan, Tovyk Shohatee, Joseph Pasquale)  
 Fall '10 BIO 593, Independent Study in Biology (Sylvana Salama)  
 Fall '10 NSM 798 Master's Thesis Advisor, (Igor Kushnir ,Sheby Abraham, Labentina Shala)  
 Fall '10 PhD Thesis Advisor, Program in Neuroscience (Susan Briffa- Mirabella)

Fall '10 PSY 593, Independent Study in Psychology (Tovyk Shohatee)  
 Fall '10 MTH 593, Independent Study in Math (Sylvana Salama)  
 Fall '10 NSM 798 Master's Thesis Advisor, (Sheby Abraham, Robert Assini, Igor Kushnir , Labentina Shala. Kate Weidner)  
 Fall '10 PhD Thesis Advisor, Program in Neuroscience (Susan Briffa- Mirabella)

## **14. RECORD OF SERVICE**

### **NATIONAL**

2011 Ad hoc Reviewer, Aging and Disease (Journal)  
 2010 Ad hoc Reviewer, European Journal of Neuroscience (Journal)  
 2010 Ad hoc Reviewer, Neurosurgery (Journal)  
 2010 Ad hoc Reviewer, Brain Research (Journal)  
 2009-2010 Ad hoc Reviewer, Brain Structure and Function (Journal)

- 2009 Ad hoc Reviewer, Neuroscience Letters (Journal)  
 2009 Ad hoc Reviewer, Neurobiology of Disease (Journal)  
 2008 Ad hoc Reviewer, Brain Research Bulletin (Journal)

### COMMUNITY

- 2010- Present Advisor Intel/Siemens Award applicant Jasleen Ahuja (Staten Island Technical High School)  
 2008-2009 Advisor Intel/Siemens Award applicant Maryam Nizami (Staten Island Technical High School)  
 2008-2009 Advisor Intel/Siemens Award applicant Saurav Sharma (Staten Island Technical High School)  
 2008-2009 Advisor Intel/Siemens Award applicant Tino Imparambil (St. Francis Preparatory High School)

### CUNY

- 2009- Present Member, Dissertation Committee for Janto Tachjadi, Neuroscience PhD Subprogram  
 2009 Member, PSC-CUNY Awards Panel  
 2009 Member, Dissertation Committee for Elisa Salerni, Neuropsychology PhD Subprogram (Queens College)  
 2009 Member, Dissertation Committee for Sara Gauriglia Neuroscience PhD Subprogram  
 2007 Member, Dissertation Committee for Jamee Nicoletti, Neuropsychology PhD Subprogram (Queens College)

### CSI

- 2010- Member, CSI Research Committee  
 2010- Member Hybrid Course Initiative, CSI  
 2010 -Present Member, College-wide Assessment Committee  
 2009-Present Vice Chair, Institutional Animal Care and Use Committee  
 2009-Present Member, Premedical Advising Committee  
 2008-Present Member, General Education Committee.  
 2008 Master's Thesis Reader (Crystal Jacobowitz & Susan Briffa-Mirabella)  
 2007-2009 Member, Institutional Animal Care and Use Committee  
 2007- Present Co-coordinator: Master's program in neuroscience, mental retardation, and developmental disabilities  
 2007 Speaker, Center for Developmental Neuroscience Colloquium Series

### DEPARTMENT/PROGRAM

- 2011 Honors Thesis Advisor (Reham Hassan)  
 2010 Honors Thesis Advisor (Allyson Willner)  
 2008-2011 Department Liaison (Neuroscience) for Commencement  
 2009 Member, Outcomes Assessment Committee  
 2009 Member, Subject Pool Committee  
 2009 Honors Thesis Advisor (Nicole Lukovsky and Jimmy Domdeth)  
 2008 Honors Thesis Advisor (Padmi Ranashinge)  
 2008 Honors Thesis Reader (Natasha Hernandez, Peter Tattos, Tatyana Timashkova)  
 2007- Present Member, Coordinating Committee, Masters Program in Neuroscience  
 2007 Speaker, Department Colloquium Series  
 2007 Speaker, Psychology Career Day

### CHAIRPERSON'S REPORT

### STUDENT EVALUATIONS

### RECORD AT CUNY

<u>College</u>	<u>Dates</u>	<u>Rank</u>	<u>Salary</u>
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**THE COLLEGE OF STATEN ISLAND /CUNY  
CURRICULUM VITAE**

Date of preparation 09/17/2011

**1.**

**NAME** Edward F. Meehan  
**CURRENT TITLE** Professor      **DEPARTMENT**      Psychology  
**CURRENT SALARY**

**2.**

**3.**

**HIGHER EDUCATION**

<u>INSTITUTION</u>	<u>DATES ATTENDED</u>	<u>DEGREE</u>	<u>DATE</u>
Adelphi University	09/1966-06/1970	B.A. Psychology	06/1970
Adelphi University	09/1970-06/1973	M.A. Psychology	06/1973
Adelphi University	09/1970-01/1975	Ph.D. Psychology	01/1975
RET Institute	01/1976-06/1977	Associate Clinical Fellow	06/1977
EMDR Training	09/2002	Training Certificate	10/2002

**4.**

**EXPERIENCE**

**TEACHING**

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK</u>
College of Staten Island	01/1998-present	Professor
	01/1983-12/1997	Associate Professor
	09/1977-12/1982	Assistant Professor
Richmond College	09/1975-08/1977	Assistant Professor
	02/1975-08/1975	Adjunct Assistant Professor
Adelphi University	01/1975-06/1975	Assistant Professor
	06/1973-12/1974	Instructor
	09/1970-05/1973	Teaching Assistant

**OTHER**

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK</u>
Various firms and organizations	03/1977-present	Clinical Psychologist & Supervisor/Consultant
New York State DMH & OMRDD, NYC PD & FD, United Cerebral Palsy, Drake/Beam & Associates, American Arbitration Association, Staten Island Aid, National Science Foundation, Pearson Education Inc. (The Psychological Corporation), etc.		

**5. ACADEMIC AND PROFESSIONAL HONORS AT CSI**

!975-present	Two Presidential Fellowship Leaves
	Numerous Presidential Grants, Releases and Research Support Awards
1980	National Recognition Award for Faculty Advisor, Founded first (four-year) Honor Society at CSI, formally Richmond College and Staten Island Community College.
1969	Psi Chi

**6.**

**PEER REVIEWED GRANTS**

PSC-CUNY Research Award.	04/2009	NMDA and D1 modulate mechanisms of inhibition and excitation during extinction.
	\$2,850.00	

NIH Biomedical Research Support Grant.	12/1991	The effects of differential outcome on associative transitivity.
	\$1,000.00.	
NIH Biomedical Research Support Grant.	12/1990	Second-order trace stimulus control in pigeons.
	\$1,540.00.	
NIH Biomedical Research Award.	12/1988	Acquisition of same/different discriminations in pigeons.
	\$4,100.00.	
NIH	08/1980	Acquisition of same/different in pigeons. \$10,000.00.
PSC-CUNY Research Award.	04/1977	The acquisition of setting stimulus control.
	\$12,000.00.	

### Indirect Grants

06/2005-03/2009	Director NYS SIDDSO/CSI ABA Internship Program Funding for ABA Interns (4 years) \$110,000.00.
01/1978-09/1982	Director College of the College of Staten Island Consultation Team NYS DMH. Public Service Grant. Application of contemporary behavioral training and assessment methods with the profound and severe mentally retarded at Willowbrook Developmental Center, Staten Island, NY. (3 Years) \$55,000.00.

### 7.

### REFEREED ARTICLES & BOOKS

- Gökhan, N., Meehan, E. F., & Peters, K. (2010). The value of mindfulness-based methods in teaching at a clinical field placement. *Psychological Reports, 106*, 455-466.
- El Idrissi, A., Boukarrou L., Splavnyk, K., Zavyalova, E., Meehan E. F. & L'Amoreaux, W. (2008). Functional implication of taurine in aging. In: *Taurine 7* (J. Azuma, S. W. Schaffer, and T., Ito Eds.) *Advances in Experimental Medicine and Biology* 643: 199 – 206.
- Meehan, E. F. (1999). Class consistent differential reinforcement and stimulus class formation in pigeons. *Journal of the Experimental Analysis of Behavior, 72*, 97-115
- Meehan, E. F. (1996). Effects of MK-801 on spatial memory in homing and nonhoming pigeon breeds, *Behavioral Neuroscience, 110*, 1487-1491.
- Meehan, E. F., and Pilotti, M. (1996). Auditory priming in an implicit memory task emphasizing surface processing. *Psychonomic Bulletin and Review, 3*, 495-498.
- Meehan, E. F., and Fields, L. (1995). Contextual, control of new equivalence classes. *The Psychological Record, 45*, 165-182.
- Meehan, E. F. (1995). Emergence by exclusion. *The Psychological Record, 45*, 133-145.
- Meehan, E. F., and Goldkopf, D. A. (1982). Effects of attitudinal restructuring on multifaceted assertiveness training for women. *The Journal of Urban Psychiatry, 2*, 38-44.
- Meehan, E. F., and Rosenbloom, R. (1980). Concept formation and stimulus sequencing. *Psychological Record, 30*, 488-495.
- Meehan, E. F. (1979). The acquisition of trace supraordinate stimulus control in pigeons. *Animal Learning and Behavior, 7*, 473-476.
- Meehan, E. F. (1977). *The Basic Vocational Potential Test*. Albany, NY: New York State Department of Mental Hygiene.
- Meehan, E. F. (1976). An operant analysis of the acquisition of a conditional discrimination in adults. *Dissertation Abstracts, 36*.
- Meehan, E. F., and Selekman, W. (1974). An objective technique for recording shock induced aggression in unrestrained pairs of rats. *Journal of the Experimental Analysis of Behavior. 21*, 98-99.
- Meehan, E. F., and Packer, L. (1974). *Teaching Psychological Statistics*. Garden City, NY: Adelphi University.



8.

**9. IN PROGRESS**

Meehan, E. F & Gökhan, N. (2012). Emotional Learning and Special-K: Long and short term effects of NMDA receptor disruption in an avian model. In preparation for *Addiction*.

10.

**11. CURRICULUM DEVELOPMENT**

Developed Departmental Psychology Major Curriculum including PSY 201 and PSY 333.

Developed Departmental Offerings and College-wide curriculum consultation and involvement.

**12. OTHER PROFESSIONAL ACTIVITIES**

**REFERRED PROCEEDINGS**

Meehan, E. F & Gökhan, N. (2010). NMDA and D1 modulate inhibition and excitation during extinction in multiple schedules. Eastern Psychological Association 81<sup>st</sup> Annual Meeting, New York.

Gökhan, N., Meehan, E. F., & Peters, K. (2008). The value of mindfulness-based techniques in ABA training. Eastern Psychological Association 79<sup>th</sup> Annual Meeting, Boston.

Gökhan, N., Baker, V., Diaz, K., Tayar, L., & Meehan, E. F. (2002). Dissociation of the effects of the NMDA Antagonist MK-801 on emotional-associative memory and the Impairment of cognitive-associative memory in an animal model. Program No. 84.19 2002, *Abstract viewer*, Washington DC: Society for Neuroscience, CD-ROM.

Diaz, K., Gianoulis, T., and Meehan, E. F. (2001). Disassociating associative memory and emotional memory during cognitive learning with appetitive stimuli. Poster presented at The Eastern Psychological Association, Washington, D.C.

Dileo, C., Bentevis, P., Baker, V., Niekrash, J., Rigby C., and Meehan E. F. (1998). Effects of MK-801 on discrimination learning and visual acuity in pigeons. Paper presented at Eastern Psychological Association, Boston.

Baker, V., Bentevis, P., Dileo, C., Niekrash, J., Rigby C., and Meehan E. F. (1998). Effects of MK-801 on impulsivity and the acquisition of low response rate performance (DRL) in pigeons. Paper presented at Eastern Psychological Association, Boston.

Pilotti, M., and Meehan, E. F. (1997). Implicit memory without a word level response. Paper presented at The American Psychological Society, Washington, D.C.

Fasano, R., Gorla, N, and Meehan, E. F. (1997). The effects of MK-801 and DCS on associative working memory in pigeons. Paper presented at Eastern Psychological Association, Washington, D.C.

Fasano, R., Gorla, N., Rosato, G., Wanzie, K., and Meehan, E. F. (1997). Class consistent differential outcome elicited sign tracking serves as rehearsal strategy during delayed match to sample with pigeons. Paper presented at Eastern Psychological Association, Washington, D.C.

Pilotti, M., Gigante, A., Antrobus, J.F., and Meehan, E. F. (1996). Implicit memory and speaker variability: Does voice predictability help? Paper presented at The Psychonomic Society Convention, Chicago, Ill.

Meehan, E. F. and Wieraszko, A. (1996). Effects of MK-801 on spatial memory of homing and non-homing pigeons. Abstract presented at The Neuroscience Society Meeting, Washington, D.C.

Pilotti, M., Meehan, E. F. and Antrobus, J. F. (1996). Auditory priming: A presemantic phenomena. Paper presented at The American Psychological Society, San Francisco, CA.

Meehan, E. F., Niekrash, J. and Exiner, S. (1996). Effects of MK-801 on spatial memory in homing and nonhoming pigeon breeds. Paper presented at The Eastern Psychological Association, Philadelphia, PA.

Meehan, E. F. (1996) Invited Colloquium. Learning Processes Program, Queens College/CUNY. Equivalence Class Formation in Pigeons: Animal Cognition.

Meehan, E. F. and Pilotti, M. (1995). The structural specificity of auditory priming: The contribution of

acoustic repetition in phoneme monitoring task. Paper presented at The American Psychological Society, New York, NY.

Meehan, E. F., Conte, A., Meehan, P. and Vredenburg, E. (1995). The effect of differential outcome on distinctive sample responding and stimulus class formation in pigeons. Paper presented at The Eastern Psychological Association, Boston, MA.

Meehan, E. F. (1995). Invited Colloquium. Experimental & Computational Cognition Program, City College/CUNY. Implicit Memory.

Meehan, E. F., and Conte, A. (1994). The role of differential outcome in forming transitive associations in pigeons. Paper presented at The Eastern Psychological Association, Providence, RI.

Meehan, E. F., and Fields, L. (1993). Contextual control of equivalence class membership. Paper presented at the Association for Behavior Analysis, Chicago, IL.

Meehan, E. F., and Gokhan, N. (1993). The effects of equivalence class structure on memory. Paper presented at

The Eastern Psychological Association, Washington, D.C.

Meehan, E. F. (1993). Invited Colloquium. Learning Processes Program Queens College CUNY. Contextual control of equivalence class membership.

Meehan, E. F. (1992). The effects of differential outcome on contextual stimulus control of matching and oddity in pigeons. Paper presented at The Eastern Psychological Association, Boston, MA.

Meehan, E. F., and Lofu, P. (1992). The emergence of an equivalence class under contextual control. Paper presented at The Eastern Psychological Association, Boston, MA.

Meehan, E. F. (1991). The simultaneous acquisition of matching and oddity in pigeons. Paper presented at The Eastern Psychological Association, New York, NY.

Meehan, E. F. (1991). Invited discussant. The Society for Quantitative Analysis of Behavior Harvard Symposia. Stimulus Relations.

Meehan, E. F., and Goldkopf, D. (1980). Attitudinal restructuring and assertiveness training in women. Paper presented at Eastern Psychological Association, Hartford, CT.

Meehan, E. F. (1978). The acquisition of trace-supraordinate stimulus control. Paper presented at American Psychological Association, Toronto.

Meehan, E. F. (1977). Complex stimulus control acquisition in adults. Paper presented Eastern Psychological Association, Boston, MA.

### **13. RECORD OF TEACHING AT CSI (list courses taught)**

#### Courses Taught and Created\*:

Psychology:

PSY 100 Introduction to Psychology

PSY 201 Foundations of Psychological Research\*

PSY 202 Psychopathology

PSY 203 Child Psychopathology

PSY 211 Methods of Applied Behavioral Analysis\*

PSY 212 Social Psychology

PSY 226 Theories of Personality

PSY 232 Physiological Psychology: cognitive and Behavioral Neuroscience

PSY 246 The Atypical Child

PSY 266 Statistics in Psychology

PSY 322 Industrial Psychology

PSY 330 Experimental Psychology: Cognition and Perception

PSY 332 Psychological Tests and Measurements  
 PSY 333 Experimental Psychology: Learning and Behavior\*  
 PSY 352 History and Systems of Psychology  
 PSY 416 Group Dynamics  
 PSY 464 Applied Analysis Behavior\*  
 PSY 480 Advanced Learning and Behavior  
 PSY 59X Advanced Topics, Independent Study, and Internship

#### 14. RECORD OF SERVICE

2009-present Middle States Evaluation Committee III  
 2009-present Director of Anita R. Conte Animal Well-Being Program  
 2005-2009 Director NYS SIDDSO/CSI Internship ABA program.  
 2005-2009 Director NYS SIDDSO/CSI ABA Internship Program  
 2005-2007 Quantitative Reasoning Skills Committee  
 2003-2011 Departmental Course and Standing Committee  
 2003-present Departmental Appointments Committee  
 2001-present Departmental Outcome Research Committee  
 2000-2006 Departmental Faculty Search Committees  
 1999-2000 Middle States Evaluation Committees II  
 1998-2003 Chair (Deputy) of *Psychology*, Sociology, Anthropology, Social Work Department  
 Led Psychology to Departmental Status  
 1997-1998 Industrial/Organizational Search Committee Member  
 1997-1998 Experimental Analysis of Behavior Psychologist Search Committee Chair  
 1996 Mentored first Ph.D. in Psychology at CSI, Maura Pilotti from the Experimental  
 Cognition  
 subprogram at CCNY/CUNY  
 1995 Established first NYS OMRDD support for a Graduate Fellow at CSI.  
 1986-2007 Supervisor Psychology Laboratory & Vivarium  
 1996-1997 Cognitive Psychologist Search Committee Member  
 1996-1997 Neuroscience Search Committees Member  
 1996-1997 CSI/IBR Center for Developmental Neuroscience Steering Committee  
 1996-1997 College Research Committee  
 1995-1997 Director Animal Cognition Laboratory  
 1994-1996 Supervisor of Experimental Psychology Undergraduate Laboratory Installation  
 1995-1997 Neuroscience Psychologist Search Committee Member  
 1995-1997 Campus/Community Life Subcommittee  
 1995-1997 Director of the Cognitive Psychology Laboratory  
 1991-1995 Coordinator of F & E New Campus Project  
 1992-1994 Design and Set Up of New Laboratories in 4-S Building  
 1993-1994 Supervised Moving of Laboratories to Willowbrook Campus  
 1993-1994 College Safety Committee  
 1992-1993 CUNY Internal Research Award Program  
 1987-1990 Committee on Introductory Psychology  
 1989-1990 Presented First Graduate School Program for Psychology Club  
 1989-1990 Designed New Animal Learning Laboratory  
 1988-1989 Conducted Applied Research at Local Preschools

1986-1989 Undergraduate Recruitment  
 1987-1988 Psychology Club Presentations  
 1984-1987 Laboratory Animal Use and Care Committee  
 1977-1987 Psychology Laboratory Coordinator  
 1978-1984 Founder of the CSI chapter of Psi Chi (National Honorary Society in Psychology)  
 1980-1981 Search Committee for Director of Public Affairs  
 1980-1981 EPA Liaison for CSI  
 1979-1980 NIH Institutional Grant Committee  
 1979-1980 Laboratory Health and Safety Committee  
 1977-1980 Middle States Report Committee I  
 1977-1980 Director, College of Staten Island Consultation Team - Willowbrook  
 1978-1979 Coordinator Kingsboro-CSI Joint Merger Program  
 1977-1978 Lower Division Recruitment Program  
 1976-1978 Course and Standing Committee  
 1976-1977 Psychology Coordinator  
 1976-1977 Founded Psychology Club  
 1976-1977 Social Science Work-Study Coordinator

**15.**

**Membership in Professional Societies.**

American Psychological Association	1971-present
Eastern Psychological Association	1973-present
Association for the Advancement of Behavior Therapy	1976-1994
American Psychological Society	1994-2002
Society for the Advancement of Behavior Analysis	1991-1995
Society for the Quantitative Analysis of Behavior	1992-1993
New York State Psychological Association	1976-2000
Psychology and the Law Society	1979-1989

February 2011

The College of Staten Island/CUNY

**CURRICULUM VITAE**

Date of Preparation February 2011

Signature \_\_\_\_\_

1. NAME Frances A. Meléndez, PhD

CURRENT TITLE Deputy Director/Lecturer DEPARTMENT MHC – Psychology

CURRENT SALARY \_\_\_\_\_

2. RECOMMENDATION FOR (Check one) EFFECTIVE DATE \_\_\_\_\_

- Initial appointment
- First Reappointment
- Second Reappointment
- Third Reappointment
- Fourth Reappointment
- Fifth Reappointment With Tenure
- Sixth Reappointment
- Seventh reappointment (with tenure)
- Promotion to Associate Professor
- Promotion to Professor
- Promotion to Senior CLT

3. HIGHER EDUCATION

DEGREES (Institutions, dates attended, degree and field (s), date conferred)

City University of NY	2002-2004	Ph.D. Psychology	2004
NY City College	1994-2002	M.A. Clinical Psychology	2002
College of Staten Island	1972 - 1994	B.A. Psychology	1994

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

NYU/Bellevue Hospital Ctr.	2000 - 2001	Neuropsychology Fellow in Traumatic Brain Injury
NYU/Bellevue Hospital Ctr.	2004	Culturally competent Neuropsychological Assessment of Hispanic Americans

4. EXPERIENCE

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
CSI Masters MHC	2010 -	Lecturer/ Deputy Director	FT	PSY/MHC	Non-tenure
CUNY/CSI	2000	Adjunct	PT	Psychology	

CUNY/CCNY      1996 -1999    Graduate  
 fellow  
 Adjunct      PT                  Psychology

OTHER (Institutions, dates, titles)

IRIS HOUSE, New York, NY      9/2005 – 5/2010      Director of Behavioral Health Services

- Develop, administer, implement and evaluate services
- Provide brief psychotherapy for adults, families, couples and adolescents
- Assess clients' needs for appropriate referral\
- Organize and supervise agency case conferences
- Lead two weekly psychotherapy groups
- Supervise substance abuse counselors'
- Supervise psychology and art therapy externs

NYU Bellevue Hospital Center, New York, NY      3/2003 – 9/2005      Associate Director

Rehabilitation Medicine/Traumatic Brain Injury Program

- Oversee departmental operations for a multidisciplinary staff of 115
- Coordinate and facilitate admittance for over 600 annual rehabilitations/TBI patients
- Develop, manage, and prepare departmental budget of over two million dollars
- Personnel management; act as liaison to the Finance Department, participate in development of job descriptions, assist in conflict resolution of staff issues, participate in staff orientation, and provide counseling and guidance to managers and supervisors in resolving grievances; prepare annual staff evaluations
- Act as liaison between Bellevue Hospital Center and external referral sources to enhance awareness of rehabilitation medicine services
- Involved in development and maintenance of training program; assist Medical Director in improving medical training program; involved in development of neuropsychological training program; supervise psychology fellow, interns and externs
- Continue to co-lead a monolingual women's self-empowerment group in the Bilingual Treatment Program as well as maintain an in-patient and outpatient caseload

**5. ACADEMIC AND PROFESSIONAL HONORS**

**6. PEER-REVIEWED GRANTS (Indicate pending or awarded)**

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	<u>Direct vs. Total</u>	<u>Date Submitted</u>	<u>PI or Co-PI</u>
PSC-CUNY	Women As the Face of AIDS	pending		1/21/10	Co-PI

**7. REFERED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

**PRINT AND ELECTRONIC**

BOOKS

REFEREED ARTICLES

CHAPTERS IN BOOKS

REFEREED PROCEEDINGS

ENCYCLOPEDIA/Dictionary ENTRIES

SERIES EDITORSHIPS

CREATIVE WORKS (Indicate juried, invited)

PERFORMANCES

**8. OTHER PUBLICATIONS**

**PRINT AND ELECTRONIC**

NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

NON-JURIED CREATIVE WORKS AND PERFORMANCES

BOOK REVIEWS

ABSTRACTS

**9. IN PROGRESS** (Optional)

**PRINT AND ELECTRONIC**

SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

IN PREPARATION

**10. REVIEWS OF CANDIDATES WORK**

ABC News - Faith Matters - June 2008 (TV Interview)

New York Times Article - June 2008

Documentary Work with "Diva's Over 50" - 2009

**11. CURRICULUM DEVELOPMENT**

NEW COURSE OR PROGRAM DESIGN

**12. OTHER PROFESSIONAL ACTIVITIES**

ACTIVITIES AS REVIEWER

TECHNICAL REPORTS

PATENTS

## CONSULTANCIES

- 2008 – 2010 Program Assistant, Curriculum developer and facilitator. Family Talk: Developing intergenerational communication. Iris House, Inc. 2348 Adam Clayton Jr. Blvd, NY
- 2009 Consultant for GlaxoSmithKline (GSK) in the development of HAND: Aids-Associated Neurocognitive Disorder educational information for community based organizations.
- 9/1994 – 6/1994 Research Assistant Coordinated the “Cultural-Swap through Autobiographies” pilot project for the Psychology Department. Worked in conjunction with the Staten Island Division for Youth Detention Center. Oversaw ten student trainees and twenty-five adolescent girls from the detention center.

## LECTURES AND PAPERS PRESENTED

- Melendez, F. (2010). The importance of the psychosocial in people living with HIV/AIDS. Presented at the HIV Care network, Bronx, NY. November, 2010
- Melendez, F. (2009). Guest Speaker “National Women and Girls HIV/AIDS Awareness Day”, City Hall. March, 2009.
- Melendez, F. (2007). Understanding the impact of poverty, mental health, substance abuse, domestic violence and HIV/AIDS on student population. Hostos Community College, Bronx, NY April 2007
- Melendez, F. (2003). Latinas in Health Care Settings: Challenges and Solutions in Psychological Consultations. Presented at NYU in-service, October 2003

## PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA, CURATORIAL ACTIVITIES

- 2010 Cultural and Race in Treatment: Personal Reflections. Panel presentation at the New York State Psychological Association Division on Addictions Drug Wars and Drug Laws: Addiction treatment through the Lens of Politics, Race and Culture Conference January 2010.
- 2010 Trauma, HIV & Body Image and the Impact on Treatment. Presented at the 5<sup>th</sup> annual Iris House Summit Women as the Face of Aids. June 2010
- 2009 Mental Health & HIV: What’s the connection? Presented at the fourth annual Iris House Summit Women as the Face of AIDS June 2009
- 2004 Marianismo – A Clinical Construct. Presented at the American Psychological Association Convention in Honolulu, Hawaii July 2004



- 2003 Cultural Competence and Latino Issues in Traumatic Brain Injury. Presented at the American Psychological Association Convention in Toronto, Canada August 2003
- 2001 Multicultural Issues in Supervision. Presented at the National Latino Psychological Association in Providence, Rhode Island October 2001

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association  
National Latino Psychology Association  
New York State Psychological Association – Executive Committee on Addiction 2008 – present  
Latino Psychology Association of New Jersey  
Association for Hispanic Mental Health Professionals – Treasurer 2004 – present  
American Mental Health Counselors Association

#### 13. RECORD OF TEACHING AT CSI (list courses taught)

PSY 100: Introduction to Psychology  
PSY 740 Clinical Instruction Practicum  
PSY 781 Mental Health Counseling Internship I  
PSY 782 Mental Health Counseling Internship II

#### 14. RECORD OF SERVICE

##### NATIONAL

##### COMMUNITY

The Association of Hispanic Mental Health Professionals Board of Directors 2004 – 2008

##### CUNY

CUNY President of the Minority Student Association-Doctoral Program City College 1998 – 2000

##### CSI

2010 – present CSI Graduate Studies Committee  
2010 – present Committee on Gate Keeping

##### DEPARTMENT/PROGRAM

#### STUDENT EVALUATIONS

#### RECORD AT CUNY

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation June 14, 2011

Signature \_\_\_\_\_

**1. NAME** Bertram O. Ploog

**CURRENT TITLE** Assoc. Prof.    **DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

**2. RECOMMENDATION FOR** (check one)    **EFFECTIVE DATE** \_\_\_\_\_

<input type="checkbox"/> Initial appointment	<input type="checkbox"/> Third Reappointment	<input type="checkbox"/> Tenure
<input type="checkbox"/> First Reappointment	<input type="checkbox"/> Fourth Reappointment	<input type="checkbox"/> Promotion to Associate Professor
<input type="checkbox"/> Second Reappointment	<input type="checkbox"/> Fifth Reappointment with Tenure	<input checked="" type="checkbox"/> Promotion to Professor
		<input type="checkbox"/> Promotion to Senior CLT

**3. HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

<b>Institution</b>	<b>Dates Att'ed</b>	<b>Degree/Field</b>	<b>Date Conferred</b>
Univ. of California at San Diego	1985-91	Ph.D./Psych.	June 1991
Univ. of California at San Diego	1984-1985	M.A./Psych.	June 1985
Univ. of California at San Diego	1980-1984	B.A./Psych.	Dec. 1983

**4. EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>FT/PT</b>	<b>Depart.</b>	<b>Tenure</b>
Graduate School & U. Center, CUNY	2010-	Assoc. Prof.	PT	Learning Processes & Behavior Analysis	No
College of Staten Island, CUNY	2008-	Assoc. Prof.	FT	Psychology	Yes

Graduate School & U. Center, CUNY	2008-	Assoc. Prof.	PT	Neurosci. & Biopsych	No
Graduate School & U. Center, CUNY	1999- 2008	Assist. Prof.	PT	Neurosci. & Biopsych	No
College of Staten Island, CUNY	1997- 2008	Assist. Prof.	FT	Psychology	Yes
Central Missouri State University	1995- 1997	Assist. Prof.	FT	Psych. & Counsel.	No
Hunter College, CUNY	1994- 1995	Sub. Assist. Prof.	FT	Psychology	No
Hunter College, CUNY	Fall 1993	Adjunct	PT	Psychology	No
Hunter College, CUNY	Spr. 1993	Adjunct	PT	Psychology	No
Hunter College, CUNY	Fall 1992	Adjunct	PT	Psychology	No
U. of California at San Diego	1985- 1989	Teaching Assistant	PT	Psychology	No

**OTHER** (Institutions, dates, titles)

<b>Institution</b>	<b>Dates</b>	<b>Title</b>
Hunter College, CUNY (Dr. Zeigler)	1991-1994	Postdoctoral Fellow
U. of California at San Diego (Dr. Williams)	1989-1991	Research Assistant
J. of the Experimental Analysis of Behavior (Dr. Fantino)	1987-1991	Editorial Assistant
U. of California at San Diego (Dr. Schreibman)	1984-1989	Research Assistant
U. of California at San Diego Program for Autism Research & Parent Training. (Dr. Schreibman)	1984-1988	Parent Trainer
Vista Foundation, Crestview, San Diego, CA; group home for individuals with autism. (Dr. McInnis)	1984	Program Instructor
Vista Foundation, Los Niños, San Diego, CA; behavior	1982-1983	Intern

analysis for children with autism – individual instructions.

Max-Planck Institut für Psychiatrie, Munich, Germany; 1978-1980 Alternative Service (Intern)  
working with learning disabled, autistic, and emotionally disturbed children. (Dr. Bleek)

## 5. ACADEMIC AND PROFESSIONAL HONORS

2010 School Psychologist, Provisional Certificate until Jan. 31., 2015 (issued by NYS on Feb. 1, 2010).  
2009 Provost's Summer Stipend (2 years).  
2005 CELT Grant, Fall 2005 (Co-I; Dr. P. Brooks was PI).  
2004 Instructional Innovation Award for Outstanding Teaching & Collaboration in the FIRST Program.  
2000 Board Certified Behavior Analyst. Certification by the Behavior Analyst Certification Board®.

## 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

Funding Agency	Title of Proposal	Amount	Direct/ Total	Date Awarded	PI/Co-PI
PSC-CUNY-42	Partial-Reinforcement Facilitation Effect in Pigeons	3,440		July 11	PI
CSI Technology Fee Mini Grant	Linguistic Research with Children with ASD (to support undergrad student, Ms. Golding)	1,999		May 23, 2011	PI
Autism Speaks (2010)	Evaluating perception of tone pitch and duration in children with autism through a novel video game		120,000	Not funded after LOI was accepted	PI
Dept. of Defense, IDEA Grant (2010)	Attention to speech and nonlinguistic sound stimuli in low-funct.	203,072	256,184	Not Funded after LOI was accepted	PI

NIH - Ruth L. Kirschstein NRSA (for grad student) (2010)	children with autism using a new computer game: Implic. for remed. Conditioning the complex effects of morphine: Pro- and Anti- nociceptive Associations	23,866	Not funded	Co-I
Language Learning/Ontar io Institute for Studies in Education (2009)	Attention to prosodic features of an unfamiliar language in autism	10,000	4/2010	PI
NIH/NIDA R01 (2009)	Interactions between environmental- contextual factors and opioid and non-opioid systems mediating the effect of morphine on nociception, tolerance, and withdrawal in mice	307,600	Not funded	PI
PSC-CUNY	Serving as liaison for CUNY-wide UCRA precluded me from obtaining PSC-CUNY funds for that year.	2,000 (in- service allot- ment.)		
PSC-CUNY-40	Subjective and Objective Timing in Pigeons: Extension	2,600	July 09	PI
PSC-CUNY-39	Subjective and objective timing in pigeons	2,800	July 08	PI
PSC-CUNY-38	The effect of satiation and correlation on Behavior	4,500	July 07	PI

	maintained by temporally distant reinforcers			
PSC-CUNY-37	Control of chained behavior by conditioned and primary reinforcement	3,600	July 06	PI
PSC-CUNY-36	Control by stimulus components embedded in compound stimuli (Year 2)	2,700	July 05	PI
PSC-CUNY-35	Control by stimulus components embedded in compound stimuli (Year 1)	3,331	July 04	PI
PSC-CUNY-34	The topography of the auto- shaped response: A comparative study (Year 2)	3,672	July 03	PI
PSC-CUNY-33	The topography of the auto- shaped response: A comparative study (Year 1)	4,904	July 02	PI
NY Dormitory Authority (GRTI)	Matching Funds for CAN Grant (below)	15,000	March 02	PI
Cure Autism Now (CAN)	Diagnosis and treatment of attentional abnormalities in children with autism using an automated	40,000	Sept. 01	PI

	multimedia video game				
PSC-CUNY-32	The Partial reinforcement extinction effect in autistic children	4,082		July 01	PI
Center for the Dev. Neurosciences	Seed money for equipment	3,000		Sept. 00	PI
PSC-CUNY-31	Choice behavior under concurrent- chains schedules in pigeons (Year 2)	4,150		July 00	PI
Center for the Dev. Neurosciences	Seed money for equipment	3,750		Sept. 99	PI
PSC-CUNY-30	Choice behavior under concurrent- chains schedules in pigeons (Year 1)	6,125		July 99	PI
CUNY Collaborative Incentive Grant (2 Years)	Trace conditioning in pigeons (with Dr. Brown at Queens College)	22,000		July 98	PI
Divisonal Dean's Award	Summer Stipend	2,000		July 98	
Office of Sponsored Research (CMSU)	Faculty Research Grant	4,000		Sept. 95	PI
Office of Sponsored Research (CMSU)	Technology Research Grant	5,000		Sept. 95	PI

NIH, NRSA                      Response                      50,700                      Sept. 92      PI  
 Grant                              topography in  
 (2 Years)                        pigeons

**7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)**

**PRINT AND ELECTRONIC**

(\*PhD student; #Undergraduate student; \*\* High school student)

**REFEREED ARTICLES**

- 2011 Ploog, B. O. (in press) Control of visual attention during discrimination learning with compound stimuli in squirrel monkeys (*Saimiri sciureus*).
- 2010 Ploog, B. O. (2010) Stimulus overselectivity four decades later: A review of the literature and its implications for current research in autism spectrum disorder. Journal of Autism and Developmental Disorders, 40, 1332-1349.
- 2010 Ploog, B. O. & Williams, B. A. Serial discrimination reversal learning as a function of intertrial interval and delay to reinforcement in pigeons. Learning & Behavior, 38, 96-102.
- 2009 Ploog, B. O., Banerjee#, S., & Brooks, P. J. Attention to prosody (intonation) and content in children with autism and in typical children using spoken sentences in a computer game. Research in Autism Spectrum Disorder, 3, 743-758.
- 2008 Ploog, B. O. Summation and subtraction using a modified autoshaping procedure in pigeons. Behavioural Processes, 78, 259-268.
- 2007 Ploog, B. O. & Kim\*\*, N. Assessment of stimulus overselectivity with tactile compound stimuli in children with autism. Journal of Autism and Developmental Disorders, 37, 1514-1524.
- 2003 Gao\*, P., Ploog, B. O., & Zeigler, H. P. Whisking as a "voluntary" response: operant control of whisking parameters and effects of whisker denervation. Somatosensory & Motor Research, 20, 179-189.
- 2001 Ploog, B. O. Effects of primary reinforcement on pigeons' initial-link responding under a concurrent-chains schedule with nondifferential terminal links. Journal of the Experimental Analysis of Behavior, 76, 75-94.
- 2001 Ploog, B. O. Net amount of food affects autoshaped response rate, response latency, and gape amplitude in pigeons. Learning & Motivation, 32, 383-400.
- 1997 Ploog, B.O. & Zeigler, H.P. Keypeck probability and topography in a concurrent variable-interval variable-interval schedule with food and water reinforcers. Journal of the Experimental Analysis of Behavior, 67, 109-129.
- 1996 Ploog, B.O. & Zeigler, H.P. Effects of pellet size on rate, latency, and topography of autoshaped key pecks and gapes in



- pigeons. Journal of the Experimental Analysis of Behavior, 65, 21-35.
- 1995 Ploog, B.O., & Williams, B.A. Two methods of stimulus fading applied to a simultaneous flicker rate discrimination in pigeons. Learning and Motivation, 26, 161-182.
- 1995 Williams, B.A., Ploog, B.O., & Bell, M.C. Stimulus devaluation and extinction of chain schedule performance. Animal Learning and Behavior, 23, 104-114.
- 1992 Williams, B.A., & Ploog, B.O. Extinction of stimulus elements decreases the rate of conditional discrimination learning. Animal Learning and Behavior, 20, 170-176.
- 1990 Case, D.A., Ploog, B.O., & Fantino, E. Observing in a computer game. Journal of the Experimental Analysis of Behavior, 54, 185- 199.

## 8. OTHER PUBLICATIONS (\*PhD student)

### PRINT AND ELECTRONIC

#### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

- 2010 Ploog, B. O. Educational Computer Games and Their Application to Developmental Disabilities. In E. Frej and H. Kulle (Eds.) Educational Games: Design, Learning and Applications. Hauppauge, NY: Nova Science Publishers, Inc.
- 1994 Ploog, B.O., & Ploog, D.W. Warum gerade Tauben? Über Tauben, Menschen, und Psychologie. In F. Bockelmann (Ed.) Tumult: Schriften zur Verkehrswissenschaft (Sonderheft/Synanthropen), pp.20-37. Turia & Kant, Wien.
- 1989 Schreibman, L., Oke\*, N.J. & Ploog\*, B.O. Behavioral assessment with chronic schizophrenia and autism. In J. L. Matson (Ed.) Chronic Schizophrenia and Adult Autism: Issues in Diagnosis, Assessment, and Psychological Treatment. Springer Publishing Co. New York.
- 1988 Schreibman, L., Ploog\*, B.O., & Oke\*, N.J. Autism: A case in preadolescence. In M. H. Hersen and C.G. Last (Eds.) Child Behavior Therapy Casebook. Plenum Publishing Corporation.

#### ABSTRACTS

- 1998 Gao\*, P., Ploog, B.O., Bermejo, R., and Zeigler, H.P. Operant conditioning of rodent "whisking": Stimulus control of rate and amplitude. Neuroscience Abstracts, 24, 2083.

#### ENCYCLOPEDIA

- 2011 Ploog, B. O. (in press). Classical conditioning. In V. S. Ramachandran (Ed.) Encyclopedia of Human Behavior (2<sup>nd</sup> ed.). Elsevier.
- 2011 Ploog, B. O. (in press). Shaping new responses. In N. Seel (Ed.) Encyclopedia of the Sciences of Learning. Springer Science & Business Media.

2011 Ploog, B. O. (in press). Selective attention. In F. R. Volkmar (Ed.) *Encyclopedia of Autism and Related Disorders*. Springer Publications, NY.

## 9. IN PROGRESS (Optional) (\*PhD student)

### PRINT AND ELECTRONIC

#### SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

Chase, S., Schupak\*, C., & Ploog, B. O. (submitted; under review) Stimulus Location Effects: Attention and Choice Accuracy in Pigeons. To be resubmitted to Behavioural Processes. (32 pages)

#### IN PREPARATION

Ploog, B. O., Scharf, A., Nelson, D., & Brooks, P. J. Use of Computer-Assisted Technologies (CAT) to Enhance Social, Communicative, and Language Development in Children with Autism Spectrum Disorders. To be submitted to the *Journal of Autism and Developmental Disorders*.

Ploog, B. O. Selective attention. In F. Volkmar (Ed.) Encyclopedia of Autism Spectrum Disorders. Springer.

Ploog, B. O. & Williams, B. A. (manuscript being written up). Serial discrimination reversal learning in pigeons as a function of signal properties during the delay of reinforcement. To be submitted to Learning & Behavior.

Brooks, P. J. & Ploog, B. O. (manuscript being written up). Attention to affective prosody in moderate-to-low functioning in children with autism. To be submitted to Journal of Autism and Developmental Disorders.

Ploog, B. O. (being revised) Pigeons' prospective timing under fixed-interval schedules with differential reinforcement magnitudes and three types of interruptions. Was submitted to JEAB. Will be resubmitted to Behavioural Processes. (24 pages)

Ploog, B. O. & McCloskey-Chillemi\*, T. A. (data collection and analysis completed) Determinants of response topography of conditioned responses in pigeons and bantam chickens. To be submitted to Behavioural Processes.

Ploog, B. O. (data collection completed). Imitation learning in pigeons. Bird Behavior.

Ploog, B. O. & Williams, B. A. (data collection 90% completed). The effects of intertrial interval, reinforcement delay, and signal value on serial discrimination reversal learning. To be submitted to Learning & Behavior.

## 10. REVIEWS OF CANDIDATE'S WORK

## 11. CURRICULUM DEVELOPMENT

### NEW COURSE OR PROGRAM DESIGN

- PSY 100 Psychology: Incorporated on-line component (Black-Board) for ongoing assessment of students' reading.
- PSY 211 Methods of Applied Behavior Analysis: Modify course description and change pre/co-requisites with the goal to obtain approval by the Behavior Analyst Certification Board®. Incorporated on-line assessment component (BlackBoard).
- PSY 215 Psychological Perspectives on Disabilities: Designed course in collaboration with Dr. D. Goode, Dept. of Sociology, Anthropology, and Social Work. This course fulfills the requirement for a Minor in Disabilities.
- PSY 266 Statistics in Psychology: Incorporated on-line assessment component (BlackBoard).
- PSY 236 Biological Origins of Behavior. Redesigned as a four-module course. Scheduled to be taught in this format for the first time in Spring 2011.
- PSY 333 Experimental Psychology: Learning & Behavior: Developed Lab Manual and APA-Format Guide for my section. Contributed to transition from PSY 381/383 (course was broken down into lecture and lab parts) to PSY 333 (in 2003). Will run in Spring 2011 with on-line assessment component (BlackBoard).
- PSY 333/464 Applied Behavior Analysis: Helped modify course description and change pre/co-requisites with the goal to obtain approval by the Behavior Analyst Certification Board® (in 2007).
- NSM 706 Research Methods: Developed curriculum, consulted with Drs. Freedland and Veit.
- PSY 750.03 Animal Learning & Comparative Cognition. Developed 1/2 of curriculum (co-taught with Dr. S. Chase).
- PSY 751.03 Basic Processes I: For Ph.D. students of the Biopsychology & Behavioral Neuroscience and Master's students of the Animal Behavior & Conservation program. Developed 1/3 of curriculum (one of three modules in course). Co-taught with Drs. S. Chase and J. Gordon.

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER (Number of reviews)

- 2010 Behavioural Processes (2).
- 2010 Journal of Autism and Developmental Disorders (2).
- 2009 Behavioural Processes (1).
- 2009 Journal of Autism and Developmental Disorders (2).
- 2009 Learning & Motivation (1).
- 2009 The Psychological Record (1).
- 2008 Journal of Autism and Developmental Disorders (4).
- 2008 Learning & Behavior (3).
- 2007 Behavioural Processes (1).
- 2007 Chemical Senses (2).
- 2007 Journal of Autism and Developmental Disorders (2).

- 2006 Journal of Autism and Developmental Disorders (1).  
 2006 Journal of the Experimental Analysis of Behavior (1).  
 2005 Journal of Autism and Developmental Disorders (1).  
 2003 Learning & Motivation (1).  
 2002 Behavioural Processes (2).  
 2002 Bird Behavior (1).  
 2002 Journal of Autism and Developmental Disorders (1).  
 2002 Learning & Motivation (1).

#### LECTURES AND PAPERS PRESENTED

(\*PhD student; #Undergraduate student; \*\*High school student)

- 2010 Ploog, B. O., Scharf#, A., Vlasikov#, D., Gaja#, P., & Brooks, P. Studying Prosody in Children with Autism Using a Computer Game. Poster presented at the annual convention of the Association for Behavior Analysis International, May 29, San Antonio, TX.
- 2010 Ploog, B. O. Selective attention to visual compound stimuli in squirrel monkeys. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior, May 28, San Antonio, TX.
- 2010 Ploog, B. O. & McCloskey-Chillemi\*. Conditioned and unconditioned responding in pigeons and chickens under autoshaping contingencies. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior, May 28, San Antonio, TX.
- 2010 Ploog, B. O., Scharf#, A., Vlasikov#, D., Gaja#, P., & Brooks, P. Attention to Emotional Tone of Voice in Speech Perception in Children with Autism. Poster presented at the annual convention of the Eastern Psychological Association, March 5, Brooklyn, NY.
- 2009 Ploog, B. O. Studying Prosody (Selective Attention to Language) in Children with Autism. Colloquium at the Dept. of Psychology, Queens College, CUNY, Sept. 23, 2009, Flusing, NY.
- 2008 Ploog, B. O., Winder#, J. Banerjee#, S., Gelardi#, D., & Brooks, P. J. An Innovative Computer Game to Study Attention to Linguistic and Other Stimuli in Low-Functioning Autistic Children. Poster presented at the annual convention of the Association for Behavior Analysis International, May 25, Chicago, IL.
- 2007 Ploog, B. O. (Over)selective attention in autism? Preliminary findings and use of behavioral animal models. Colloquium at the Center for Developmental Neuroscience at the College of Staten Island, Dec. 3, 2007, Staten Island, NY.
- 2007 Ploog, B. O. & Ferguson\*, Z. Summation and subtraction of associative strength with visual three-element compound stimuli and autoshaping in pigeons. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior, May 25, San Diego, CA.
- 2007 Ploog, B. O. (Over)selective attention in autism? Preliminary findings and use of behavioral animal models.

- Colloquium presentation at the Institut für Medizinische Psychologie, April 23, in Munich, Germany.
- 2006 Banerjee<sup>#</sup>, S., Messina<sup>#</sup>, M., Brooks, P. J. & Ploog, B. O. Exploring the perception of speech prosody in autism. Poster to be presented at the annual convention of the Society of Neuroscience, Oct. 17, Atlanta, GA.
- 2006 Ploog, B. O. Behavior Analysis and Science: A Sample of Experiments. For the Rehabilitation Neuropsychology Ph.D. Program at Touro College, Oct. 3.
- 2006 Taught Weekend Seminar in Medical Psychology (total of 10.5 hours) at the Ludwig Maximilians Universität, May 27-28, 2006.
- 2006 Supervised Practicum in Medical Psychology (2 x 2 hours) at the Ludwig Maximilians Universität, May 24, 2006.
- 2006 Ploog, B. O. Prospective Timing in Pigeons. Colloquium presentation at the Department of Neurobiology of Behaviour, Max-Planck Institute for Ornithology, May 16, in Seewiesen, Germany.
- 2006 Ploog, B. O. Behavior analysis and prospective timing in pigeons. Colloquium presentation at the Parmenides Center for the Study of Thinking, March 21, in Munich, Germany.
- 2005 Kim<sup>\*\*</sup>, N. & Ploog, B. O. Stimulus overselectivity in children with autism using tactile compound stimuli. Poster presented at the annual convention of the Association for Behavior Analysis International, May 28, Chicago, IL.
- 2004 Ploog, B. O. & Williams, B. A. On the failure and facilitation of conditional discrimination: Additional findings. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior/Association for Behavior Analysis, May 28, Boston, MA.
- 2003 Ploog, B. O. Video game to assess and remediate visual and auditory stimulus overselectivity. Poster presented at the annual convention of the Association for Behavior Analysis International, May 26, San Francisco, CA.
- 2002 Holburn, S., Vietze, P., Gordon, A., & Ploog, B. O. Attitudes towards parents with intellectual disabilities. Inaugural Conference of the International Association for the Scientific Study of Intellectual Disability in University College Dublin, Ireland, June.
- 2001 Ploog, B. O. The effect of differential food amounts on choice as a function of initial-link and terminal-link durations in a concurrent-chains schedule with nondifferential terminal links. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior, May 25, New Orleans, LA.
- 2000 A behavior analytical model of attention: Implications for diagnosis and treatment of attentional abnormalities in autism and ADD. April 5, Center for Developmental Neurosciences, CSI, CUNY.
- 2000 A mathematical model of choice behavior, self-control, and impulsivity: Possible implications for the 21st century. February 15, Millenium Conference, CSI, CUNY.

- 1999 Ploog, B. O. Effects of unconditioned reinforcement on initial-link responding under a concurrent-chains schedule with nondifferential terminal links. Poster presented at the annual convention of the Society for the Quantitative Analyses of Behavior, May 26, Chicago, IL.
- 1997 Experimental Analysis of Behavior: Simple Models of Cognition in Pigeons. December 10, Queens College, CUNY.
- 1997 About pigeons and (maybe) people: What do they know? What do they expect? The answer may lie in the peck. November 5, Hunter College, CUNY.
- 1996 Ploog, B. O. Pigeons' response rates and topographies under a concurrent-chain schedule with food and water outcome. Poster presented at the annual convention of the Association for Behavior Analysis International, May 26, San Francisco, CA.
- 1994 Ploog, B.O. & Zeigler, H.P. Gape amplitude, rate, and latencies in pigeons are a function of food amount, not pellet diameter. Poster presented at the annual convention of the Association for Behavior Analysis International, May 29, Atlanta, GA.
- 1993 Ploog, B.O., & Zeigler, H.P. Response dimensions controlled by pellet size in autoshaping. Poster presented at the annual convention of the Association for Behavior Analysis International, May 30, Chicago, IL.
- 1992 Ploog, B.O., & Williams, B.A. Devaluation of conditioned reinforcement in chain schedules. Poster presented at the annual convention of the Association for Behavior Analysis International, May 28, San Francisco, CA.
- 1991 Ploog, B.O. & Williams, B.A. Two stimulus fading techniques to produce transfer of stimulus control. Poster presented at the annual convention of the Western Psychological Association, April 26, San Francisco, CA.
- 1991 Ploog, B.O., Dunn, R.M. & Preston, R.A. Rate of reinforcement and the delay reduction hypothesis. Poster presented at the annual convention of the Western Psychological Association, April 26, San Francisco, CA.
- 1986 Schreibman, L. Oke\*, N.J., Mills\*, D.L. & Ploog\*, B.O. Behavioral training for siblings of autistic children. Poster presented at the annual convention of the American Psychological Association, August 24, Washington, DC.

#### PROFESSIONAL DEVELOPMENT

Licensed Psychologist: In process of applying. Have all requirements and experience hours except possibly taking 2-3 courses to be able to sit for exam.

Behavior Analyst: Re-certification every three years (and annual continuing education) for maintaining Board-Certification as Behavior Analyst.

School Psychologist: Obtained Provisional Certificate (until 2015) as a school psychologist through the NYC Department of Education.

Board of Directors for Friends of German-American School in Manhattan. Curriculum development, educational consultant.

- 2010 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in San Antonio, TX, May 2010).
- 2010 Attended a workshop for the new NIH format for grant proposal, given by Dr. Avram Caplan, Sept. 15, at CSI/CUNY.
- 2010 Attended a workshop for members and administrators of the Institutional Review Board at the CUNY Research Foundation on April 29.
- 2009 Attended two Grants Workshops at the CUNY Graduate Center (May 29 & June 19).
- 2009 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in Phoenix, AZ, May 2009).
- 2009 Attended two Grants Workshops at CSI, CUNY (April 1 & May 13).
- 2008 Attended three BlackBoard workshop sessions at CSI/CUNY (Sept. 10, 11, & 17).
- 2008 Proposal Writing Basics Workshop. Offered through the Foundation Center in Manhattan, offered on June 12.
- 2008 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in Chicago, IL, May 2008).
- 2007 Student On-Line Advisement Resource (one-hour workshop, Oct. 31).
- 2007 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in San Diego, CA, May 2007).
- 2005 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in Chicago, IL, May 2005).
- 2004 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in Boston, MA, (May 2004).
- 2003 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in San Francisco, CA, (May 2003).
- 2002 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in New Orleans, LA, (May 2002).
- 2001 Professional development, continuing education credits for maintaining status as Board Certified Behavior Analyst (at the conference of the Association for Behavior Analysis International in Chicago, IL, (May 2001).
- 1999 CSI: Publishing in the Social Sciences Workshop (3/24/99).
- 1998 CSI: Learning & Teaching Community Workshops (4/28/98, 5/6/98, 5/12/98, 11/18/98).

1998 CSI: SIMIS Workshop (10/7/98).

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

Association for Behavior Analysis International, since 1990.  
 Association for Psychological Science, since 1990.  
 Behavior Analyst Certification Board, Inc., since 2000.  
 Psychonomic Society (Associate Member), since 1998.  
 Public Responsibility in Medicine & Research, since 2010.  
 Society for the Quantitative Analyses of Behavior. Since 1990.  
 New York Academy of Sciences, since 1999.

### 13. RECORD OF TEACHING AT CSI AND CUNY (list courses taught)

Animal Learning & Comparative Cognition (Doctoral Subprogram in Biopsychology & Behavioral Neuroscience).  
 Basic Processes in Psychology I (Doctoral Subprogram in Biopsychology & Behavioral Neuroscience).  
 Child Psychopathology (Hunter College)  
 Diseases of the Nervous System (Doctoral Subprogram in Neuroscience/Biology: Guest lecture on ABA and autism (March 8, 2001, February 18, 2002, February 17, 2003, December 4, 2004).  
 Experimental Psychology: Learning and Behavior, Lecture/Lab (CSI).  
 Foundations in Psychology Research (CSI).  
 Independent Studies/Projects/Field Work (CSI): Over 80 students since 1998. Several earned an Undergraduate Research Fellowship. One high school student was a semi-finalist in INTEL Science Talent Search, co-authored a paper with me, graduated from MIT, and is now attending medical school. One CUNY Baccalaureate Student won four awards (MARC, REU, T. W. Smith, and CUNY Pipeline); has now a master's in Public Health. Three of my former undergraduate students have earned their Ph.D. by now from the Learning Processes & Behavior Analysis Subprogram. Introductory Psychology (CSI and Hunter College). Some were part of the CSI FIRST program.  
 Introduction to Applied Behavior Analysis (CSI).  
 Statistics in Psychology (CSI and Hunter College).  
 Supervision of graduate students (Doctoral Subprogram in Biopsychology & Behavioral Neuroscience, Psychology, and Neuroscience, Biology). One was awarded travel grant.  
 Supervision of graduate students (Master's Program in Neuroscience, Mental Retardation, and Developmental Disabilities, and Animal Behavior & Conservation).

### 14. RECORD OF SERVICE

CUNY



- 2010 Attend conference of the Public Responsibility in  
Medicine & Research in San Diego, Dec. 5-8.
- 2010 Serve on doctoral committee for Dr. Melody Berkovits  
(Nov. 29, Learning Processes & Behavior Analysis).
- 2010 Review of proposals for the Doctoral Student Research  
Competition #6.
- 2010 Attended IRB Conference at the Graduate Center (Sept.  
29).
- 2010 Serve on doctoral committee for Dr. Zaur Isaakov (May  
20, Learning Processes & Behavior Analysis).
- 2010 Serve on doctoral committee for Dr. Tina Rovito Gomez  
(April 16, Cognition, Brain, & Behavior).
- 2010 Serve on doctoral committee for Dr. Darlene Nigro-  
Bruzzi (April 12, Learning Processes & Behavior  
Analysis).
- 2009 Serve on doctoral committee for Dr. Haven Bernstein  
(December 21, Learning Processes & Behavior Analysis).
- 2009 Serve on doctoral committee for Dr. Nancy Dib  
(December 9, Learning Processes & Behavior Analysis).
- 2009-12 University Committee on Research Awards: Liaison for  
the Psychology & Physiological Psychology panel.
- 2008 Review of proposals for the Doctoral Student Research  
Competition #4.
- 2003-09 PSC-CUNY Grants Committee, Panel Member for Psych &  
Physio. Psych.
- 2005 Serve on doctoral committee for Dr. Carolyn S. Ryan  
(December 9, Learning Processes & Behavior Analysis).
- 2003-05 Mentoring Ms. Nina Kim Intel Science Talent Search.  
"Assessment of stimulus overselectivity in children  
with autism using tactile stimuli." Ms. Kim was a  
semi-finalist and her work was accepted as a poster  
for the 2005 Association for Behavior Analysis  
conference in Chicago. She is the co-author of Ploog &  
Kim (2007), JADD. Graduated from MIT and is now in  
Medical School.
- 2002-04 Mentoring Ms. Schiffon Phillips for the CUNY  
Baccalaureate Program (CUNY Graduate Center).
- 2001- Grading doctoral exams (Exam 2 for the Ph.D.  
subprogram in biopsychology) every semester.
- 2002 Served on doctoral committee for Dr. Cynthia Schupak  
(April 15, Biopsychology & Behavioral Neuroscience).
- 2001 Served on doctoral committee for Dr. Barbara Shultz  
(March 1, Learning Processes & Behavior Analysis).
- 2000 Served on doctoral committees for Dr. Puhong Gao (June  
7, Biopsychology & Behavioral Neuroscience).
- 2000 Served on doctoral committee for Dr. Michael Harvey  
(June 2, Biopsychology & Behavioral Neuroscience)
- 2000 Served on doctoral committee for Dr. James Jakubow  
(March 23, Learning Processes & Behavior Analysis).
- 1998-2009 PSC-CUNY Grants Committee. (Not 2005-2006; sabbatical)

2010 November 14, Undergraduate Open House and New Student Conference.

2010- Member of the Strategic Direction 2 Committee.

2010-2013 Vice-Chair of the Institutional Review Board (IRB).

2010 Organized talk "Freshkills Park: A Model of Sustainability" for the CSI Sustainability Council, given by Ms. Carrie Grassi from The NY Parks Department.

2010- Significantly involved in development of the Advanced Autism Certificate (Dean Flynn-Saulnier's initiative).

2010 Supervised summer internships (in pigeon lab) of four students from Curtis High School (Staten Island).

2010 April 18, Undergraduate Open House and New Student Conference.

2009-12 Appeals Committee of the College Council.

2009-12 Chair of Research Committee of the Faculty Senate.

2009 Oct. 29, Reducing Water Consumption Workshop by Sustainable Campus Council.

2009 Oct. 13, Waste & Recycling Workshop by Sustainable Campus Council.

2009 Oct. 1, Sustainable Dining Workshop by Sustainable Campus Council.

2009 Writing-Across-the-Curriculum Roundtable Discussion, June 29, 2009.

2009 May 18, Recycling: Reuse & Reduction Options Workshop by Sustainable Campus Council.

2009 Laboratory Safety Training (2.5 hours), April 27.

2009 April 14, Recycling: Tracking Workshop by Sustainable Campus Council.

2009 April 7, Plan Template Training Workshop by Sustainable Campus Council.

2009 March 28, New Student Conference.

2008-9 Disabilities Studies Advisory Committee

2008 FIRST Program

2007- Campus Sustainability Council. (Chair for Educational Outreach Subcommittee.)

2007 Search Committee for Education Department.

2005 Subcommittee for Service Learning Opportunities, Katrina Relief Effort, co-chair.

2005 FIRST Program

2004 FIRST Program

2004 Open House ("Educational Extravaganza", for new students), March 14.

2003 FIRST Program

2003-5 Sexual Harassment Panel. Attended day-long workshops (June 13 and June 18, 2003).

2002-5 CSI Undergraduate Research Conference Committee.

2002-2010 Institutional Review Board (IRB).

2002 Student/Faculty Coffee Hour (April 24, 2002).

2002 Discovery Center: Talk to high school students (May 21, 2002).

2002 Open House, "Educational Extravaganza", for new students (March 26, 2002).

- 2002 Phone initiative for recruitment of freshmen to CSI in February.
- 2001 Reviewing applications for the Divisional Dean's Reassigned Time Awards.
- 2001 Focus Group, Academic Advisement (March 7 and April 18; Marianne Carlin).
- 1999-2002 Graduate Studies Committee.
- 1999-2002 Liaison for psychology program and development of master's program in neuroscience (surveys, curriculum, course descriptions).
- 1999 Search Committee: Two Library Positions.
- 1999 Representative for Humanities and Social Sciences at CSI Open House (Oct. 23, 1999).
- 1998-2002 General Education Advisory Committee.
- 1998-1999 Year 2000 Task Force.
- 1998-2008 Liaison person at CSI for Learning Processes Ph.D. Program.

#### DEPARTMENT/PROGRAM

- 2011 Search Committee for the ABA/General position (Psychology).
- 2008- Undergraduate Curriculum Committee.
- 2007 Careers in Psychology (Nov. 8).
- 2004- Grades and Appeals Committee.
- 2004 Careers in Psychology (March 25).
- 2003-2005 Undergraduate Curriculum Committee.
- 2003 Careers in Psychology (March 13).
- 2003 Search Committee for the Clinical/Neuropsychology position.
- 2003-2004 Appointments Committee (temporary replacement for Ben Kest).
- 2003 Appointments Committee (temporary replacement for Judith KupperSmith).
- 2002-2005 Outcome Assessment Committee.
- 2002 Careers in Psychology (April 18, 2002).
- 2002 Search Committee for the Clinical/Health position (Psychology).
- 2001 Search Committee for Higher Education Assistant (Psychology).
- 1999 Search Committee for the Social Psychology/Feminist Theory position.
- 1998-1999 Self-Study, Curriculum.
- 1998 Staffed table for PSAS Dept. during Major's Week.
- 1998 Development of Webpage for PSAS Department.

#### CHAIRPERSON'S REPORT

#### STUDENT EVALUATIONS

**RECORD AT CUNY**

<b>College</b>	<b>Dates</b>	<b>Rank</b>	<b>Salary</b>
College of Staten Island, CUNY	2008-	Associate Prof.	
Graduate School & Univ. Center, CUNY	2008-	Associate Prof.	
College of Staten Island, CUNY	1997-08	Assistant Prof.	
Graduate School & Univ. Center, CUNY	1997-08	Assistant Prof.	
Hunter College, CUNY	1994-95	Subst. Assist. Prof.	
Hunter College, CUNY	Fall 1993	Adjunct Prof.	
Hunter College, CUNY	Spring 1993	Adjunct Prof.	
Hunter College, CUNY	Fall 1992	Adjunct Prof.	

September 2011

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation March 30, 2011

Signature \_\_\_\_\_

1. **NAME** Lauren Rogers-Sirin

**CURRENT TITLE** Assistant Professor

**DEPARTMENT** Psychology

**CURRENT SALARY**

2. **RECOMMENDATION FOR** (check one)

**EFFECTIVE DATE** September 1<sup>st</sup>, 2009

Initial appointment       Third Reappointment       Sixth Reappointment

First Reappointment       Fourth Reappointment       Seventh reappointment (with tenure)

Second Reappointment       Fifth Reappointment

Promotion to Associate Professor       Promotion to Professor

Promotion to Senior CLT

3. **HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

Boston College, 1997 - 2003 Ph.D. Counseling Psychology,

Boston College, 1995-1997, MA. Counseling Psychology, 1997

The College of New Jersey, 1992-1994, BA, Psychology, 1994

St. Vincent College, 1991-1992

Bryn Athyn College of the New Church, 1989-1991

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

4. **EXPERIENCE**

TEACHING (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	2009 – present	Assistant Professor	FT	Psychology	untenured
Baceshir University	08-09	Visiting Professor	PT	Education	untenured
Montclair State University	03-04	Adjunct Professor, PT		Counseling	untenured
Boston College	98-01	Teaching Fellow, PT		Counseling	untenured

OTHER (Institutions, dates, titles)

#### COUNSELING

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>
Drew University	04-09	Staff Psychologist	FT	Counseling Services
Guardian Eldercare	03-04	Counselor	FT	N/A
University of New Hampshire	01-02	Counseling Intern	FT	Counseling Services
Walker Home	00-01	Counseling Intern	PT	Psychological Testing
Martha Eliot Health Center	99-00	Counseling Intern	PT	Mental Health
Simmons College	98-99	Counseling Intern	PT	Counseling Services

### 5. ACADEMIC AND PROFESSIONAL HONORS

I was invited to speak on a panel on “Advancing Research in Diversity in Higher Education” because my article, published in the Journal of Diversity in Higher Education, was one of the most viewed articles in their journal, and was seen by the editors as an example of “outstanding research.”

### 6. PEER-REVIEWED GRANTS (Indicate pending or awarded)

<u>Funding Agency</u>	PSC-CUNY (Awarded)
<u>Title of Proposal</u>	Immigrant Counseling Clients’ Experiences in Therapy
<u>Amount</u>	\$5,000
<u>Direct vs. Total</u>	\$5,000
<u>Date Submitted</u>	11/18/2009
<u>PI or Co-PI</u>	Lauren Rogers-Sirin

### 7. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)

REFEREED ARTICLES

- Sirin, S. R., Rogers-Sirin, L., & Collins, B. A. (2010). A measure of cultural competence as an ethical responsibility: Quick racial and ethical sensitivity test. *Journal of Moral Education*, 39(1), 49-64.
- Rogers-Sirin, L. & Sirin, S. R. (2009). Cultural competence as an ethical requirement: Introducing a new educational model. *The Journal of Diversity in Higher Education*, 1(2), pp. 19-29.
- Rogers-Sirin, L. (2008) Approaches to multicultural training for professionals: A guide for choosing an appropriate program. *Professional Psychology: Research and Practice*, 39(3), 313-319.
- Sirin, S. R. & Rogers-Sirin, L. (2005). Components of school engagement among African American adolescents. *Applied Developmental Science*, 9(1), 5-13.
- Sirin, S. R. & Rogers-Sirin, L. (2004). Exploring school engagement of middle-class African American adolescents. *Youth & Society*, 35(3), 293-340.
- Sirin, S. R., Brabeck, M., Satiani, A., & Rogers-Sirin, L. (2003). Validation of a measure of ethical sensitivity and examination of the effects of previous multicultural and ethical courses on ethical sensitivity. *Ethics and Behavior*, 13(3), 221-235.
- Brabeck, M., & Rogers, L. (2000) Human rights as a moral issue: Lessons for Moral educators from human rights work. *Journal of Moral Education*, 29(2), 167-182.
- Brabeck, M. & Rogers, L., Sirin, S., Henderson, J., Ting, K., & Benvenuto, M. (2000). Increasing ethical sensitivity to racial and gender intolerance in schools: Development of the Racial Ethical Sensitivity Test. *Ethics and Behavior*, 10(2),119-137.
- Brabeck, M., McCubbin, L., Rogers, L., Ting, K., Warner, C., Sirin, S. & Weaver, M.(1998). Increasing ethical sensitivity to racial and gender intolerance in schools: Development of the Racial Ethical Sensitivity Test (REST). *Report No. UD 032569*. (ERIC Document Reproduction Service No. ED 423354).

## CHAPTERS IN BOOKS

## REFEREED PROCEEDINGS

## ENCYCLOPEDIA/DICTIONARY ENTRIES

- Rogers, L. (2001). Rape. In R.M. Lerner & J. Lerner. (Eds.), *Adolescents in America: An Encyclopedia*. Denver, CO: ABC-Clio.
- Rogers, L. (2001). Cultural factors in appearance. In R.M. Lerner & J. Lerner. (Eds.), *Adolescents in America: An Encyclopedia*. Denver, CO: ABC-Clio.

## SERIES EDITORSHIPS

## CREATIVE WORKS (Indicate juried, invited)

## PERFORMANCES

## 8. OTHER PUBLICATIONS

### PRINT AND ELECTRONIC

#### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

Rogers-Sirin, L. (2001). *The Racial and Ethical Sensitivity Test: Scoring Manual*, Boston College.

#### NON-JURIED CREATIVE WORKS AND PERFORMANCES

#### BOOK REVIEWS

#### ABSTRACTS

## 9. IN PROGRESS (Optional)

Gathering data for a study on the perceptions of, and experiences in, psychotherapy among immigrant youth

Preparing an IRB application for a study on how stereotype threat affects women in therapy.

### PRINT AND ELECTRONIC

#### SUBMITTED FOR PUBLICATION (dates submitted and manuscript pages)

Rogers-Sirin, L., Borodiansky, A., Hasham, S., Kopacz, D., Merckel, J., and Mills, R. (under review). Immigrant students' attitudes towards, and experiences in, psychotherapy. Submitted May 22, 2011. 25 pages.

Sirin, S., Gupta, T., Ryce, P. and Rogers-Sirin, L. (under review). Trajectories of internalizing mental health symptoms for immigrant adolescents: A longitudinal investigation. Submitted May 10, 2011

Ting, K., and Rogers-Sirin, L. (under review). Experiences of junior faculty of color teaching multicultural issues. Submitted January 24, 2011. 25 pages.

#### IN PREPARATION

Sirin, S., Suarez-Oroco, C., Katsiaticas, D. Gupta, T., and Rogers-Sirin, L. The role of social support in understanding trajectories of internalizing symptoms for immigrant populations.

Rogers-Sirin, L., and Sungitha, L. Affects of Gender and generational status on acculturation and attitudes towards mental health counseling among Asian immigrants.

## 10. REVIEWS OF CANDIDATE'S WORK



## 11. CURRICULUM DEVELOPMENT

NEW COURSE OR PROGRAM DESIGN

## 12. OTHER PROFESSIONAL ACTIVITIES

ACTIVITIES AS REVIEWER

TECHNICAL REPORTS

PATENTS

CONSULTANCIES

June 7<sup>th</sup>, 2011: I attended a planning meeting for The Strategic Education Research Partnership (SERP), Minority Student Achievement Network (MSAN). I am part of a team of researchers and school professionals who will be applying for grant money in order to implement and assess a cultural competence training intervention for public school teachers in the Washington D.C. area.

LECTURES AND PAPERS PRESENTED

Rogers-Sirin, L. (2011, March). *Cultural Competence as an Ethical Requirement: Introducing a New Educational Model*. Panel member at the annual Conference of the National Association of Diversity Officers in Higher Education, Washington D.C.

Rogers-Sirin, L. (2009, June). *Cultural Competence as an Ethical Requirement: Preparing Teachers for Diverse Classrooms*. Paper presented at The Conference of Ethics and Global Education, at Bahcesehir University.

Rogers-Sirin, L. (2007, November). *Increasing School Professionals' Cultural Competence: Findings From an Intervention Study*. Paper presented at the annual convention of the Association for Moral Education, New York, NY.

Rogers-Sirin, L. (2005, November). *Increasing School Professionals' Cultural Competence: A Theory-driven Training Program*. Paper presented at the annual convention of the Association for Moral Education, Boston, MA.

Rogers-Sirin, L. & Sirin, S. (2005, January). *Cultural Competence as an Ethical Responsibility*. Keynote presentation at the annual meeting of the Morris County Professional Counselors Association, Madison, NJ.

Sirin, S., Brabeck, M., Satiani, A., & Rogers, L. (2001, August). *Development of the Computerized Racial and Ethical Sensitivity Test*. Paper presented at the annual Convention of the American Psychological Association, San Francisco, CA.

Rogers, L. (1999, August). *Development of the Scoring Manual of the REST*. Paper presented at the annual convention of the American Psychological Association, Boston, MA.

Brabeck, M., Warner, C., Rogers, L., Henderson, J., Costa, M., & Sirin, S. (1999, April). *Increasing the Aspiring Professional's Ethical Sensitivity to Instances of Racial And Gender Intolerance in Schools*. Paper presented at the American Educational Research Association Conference, Montreal, Canada.

Brabeck, M. & Rogers, L., Costa, M., Henderson, J., Sirin, S., Ting, K., Warner, C. Benvenuto, M., & Weaver, M. (1999, January). *Professional Ethics: Increasing Ethical Sensitivity to Instances of Gender and Racial Intolerance in Schools*. Paper presented at the Holmes Partnership Conference, Boston, MA.

Brabeck, M. & Rogers, L. (1998, January). *Human Rights Education: Lessons for Moral Educators*. Invited address to the American Educational Research Association Conference, special interest group: Moral Education and Moral Development, San Diego, CA.

Brabeck, M., Rogers, L., McCubbin, L., Ting, K., Warner, C., & Weaver, M. (1997, February). *Ethical Sensitivity to Issues of Gender and Racial Intolerance*. Paper Presented at the American Psychological Association for Colleges in Teacher Education, New Orleans, L.A.

Rogers, L. & Baenninger, M. (1995, August). *Gender Bias in Parent Selection of Educational Toys*. Paper presented at the annual meeting for the American Psychological Society, New York, NY.

2005-2009     **Racial and Ethnical Sensitivity Workshops**. Conducted all-day training workshops on the relationship between professional ethics and cultural sensitivity. Conducted over 20 workshops with several populations including:

- New York University graduate and undergraduate student-teachers.
- School professionals at Rogers Williams University in Connecticut.
- Montclair State University counseling and teaching graduate students.
- Teaching professionals in several New Jersey school districts.

1999           **Diversity and Multicultural Issues Workshop, Boston College**  
Created and co-facilitated multicultural workshop to Masters students in the Counseling program at Boston College.

PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA,  
CURATORIAL ACTIVITIES

CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association  
American Counseling Association

### 13. RECORD OF TEACHING AT CSI (list courses taught)

Psy 701: Foundations of Mental Health Counseling

Psy 202: Psychopathology

Psy 362: Approaches to Psychotherapy

Psy 594: Independent Study

Psy 723: Advanced Multicultural Issues

#### **14. RECORD OF SERVICE**

NATIONAL

COMMUNITY

Bradford School PTA

Letter writing campaign to Montclair Township Council to continue funding to the community Pre-K

CUNY

CSI

Member of the Women's Center Advisory Board.

Faculty advisor for Psi Chi and the Psychology club.

Alternate for faculty senate committee

DEPARTMENT/PROGRAM

Graduation Marshal for 2011.

Affirmative action officer for search committee.

Served on the search committee for job I.D. 1979

Serve as member of core faculty for the Masters in Mental Health Counseling (MMHC).

Started a counseling skills practice group for students in the masters in counseling program. Students can meet once a week to practice their counseling skills through roll-plays. We will meet once a week throughout the spring 2010 semester.

Helped prepare the handbook for the MMHC.

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation 14 June, 2011

Signature \_\_\_\_\_

1. **NAME** Irina A. Sekerina

**CURRENT TITLE** Associate Professor      **DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

2. **RECOMMENDATION FOR** (check one)      **EFFECTIVE DATE** \_\_\_\_\_

- Initial appointment     Third Reappointment       Tenure  
 First Reappointment     Fourth Reappointment     Promotion to Associate Professor  
 Second Reappointment    Fifth Reappointment     Promotion to Professor

3. **HIGHER EDUCATION**

**DEGREES**

<u>Institution</u>	<u>Dates</u> <u>Attended</u>	<u>Degree &amp; Field</u>	<u>Conferred</u>
CUNY Graduate School	9/92-8/97	Ph.D. Linguistics	10/97
CUNY Graduate School	9/90-8/92	M.A. Linguistics	6/92
Moscow State University	9/79-6/84	B.A. Linguistics <i>summa cum laude</i>	6/84

**POSTDOCTORAL EXPERIENCE**

<u>Institution</u>	<u>Dates</u>	<u>Position</u>
Rutgers University Center for Cognitive Science	9/99-6/01	Postdoctoral Associate
Institute for Research in Cognitive Science of the University of Pennsylvania	9/97-8/99	Postdoctoral Fellow

4. **EXPERIENCE**

**TEACHING**

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
College of Staten Island	2002-present	Associate	FT	Psychology	Tenured - 1/07
Princeton University	2001-2002	Lecturer	PT	Linguistics	
Rutgers University	2000-2001	Adjunct	PT	Psychology	

## OTHER

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT Department</u>
Potsdam University (Germany)	6/01-11/01	Guest Professor	Institute of Linguistics
New American University (Blagoevgrad, Bulgaria)	7/00-8/00	Lecturer	Linguistics
Palacky University (Olomouc, Czech Republic)	7/97-8/97	Lecturer	Linguistics

## 5. PEER-REVIEWED GRANTS

## EXTERNAL GRANTS

## AWARDED

- 2011-2012** Language Learning. "Processing of Grammatical Agreement by Russian Children and Heritage Bilingual Speakers." Dates of support 5/2011-4/2013, **\$10,000** PI
- 2005-2006** National Science Foundation, Child Research Initiative grant #0518438 "Workshop on On-Line Methods in Children's Language Processing". Organization of a two-day workshop and publication of a volume resulting from the Workshop, March 21-22, 2006, CUNY Graduate Center. Dates of support 9/2005-8/2006, **\$15,315**. PI
- 2002-2006** National Science Foundation ADVANCE Grant #0137851 "Bilingual Processing and Acquisition in Multidisciplinary Environment". Dates of support 2002-2006, **\$244,189**. PI
- 2002** International Research and Exchanges Board (IREX) Short-Term Travel Grants Program "Psycholinguistic Investigation of Processing Principles in Bulgarian" (collaborative experimental project with the University of Sofia, Bulgaria ). Dates of support 6/2002-7/2002, **\$2,750**. PI
- 2001** National Science Foundation, International Grant Program # INT-0107374 "The ERP Studies of Russian Scrambling" (collaborative project at the Institute of Linguistics, University of Potsdam, Germany). Dates of support 6/2001-11/2001, **\$12,000**. PI
- 2000** International Research and Exchanges Board (IREX), Targeted Exchanges Program "Psychology of Language/Cognitive Science Introduction for Russia" (collaborative project with three universities, Moscow State University, St.-Petersburg State University, Kazan State University). Dates of support 8/2000;12/2000-1/2001, **\$3,700**. PI
- 1997** Russian Foundation of Fundamental Research #: 96-06-87123 "Fundamental Trends of Modern American Linguistics. A Collection of Surveys". (Russian) (edited and published the book), **\$3,500** Co-PI

## INTERNAL GRANTS

- 2011** CUNY Collaborative grant, Round 18 (with Dr. Loraine Obler, Ph.D. Program in Speech-Language-Hearing, CUNY Graduate Center) **pending**
- 2011** CSI Teaching with Technology grant **\$2,000**
- 2009-2010** CSI Provost's Summer Research Scholarship **\$7,000**
- 2003-2010** Four PSC-CUNY grants (cycles 34, 35, 38, 40, and 41)
- 2003-2008** Three CSI Center for Excellence in Teaching grants

## 6. REFEREED PUBLICATIONS

### PRINT

#### EDITED BOOKS

- 2008 **Sekerina, I. A.**, Fernández, E. M., and Clahsen, H. (Eds.) *Developmental Psycholinguistics: On-Line Methods in Children's Language Processing*. Amsterdam: John Benjamins.
- 2001 Kibrik, A.A., Kobozeva, I.M., and **Sekerina, I.A.** (Eds). *Modern American Linguistics: Fundamental Trends*. (in Russian). 2<sup>nd</sup> Ed. Moscow, Russia: Publishing House URSS. (Now into 4<sup>th</sup> printing)
- 2000 Holloway King, T. and **Sekerina, I.A.** (Eds). *The Proceedings of the Eighth Annual Workshop on Formal Approaches to Slavic Linguistics. The Philadelphia Meeting 1999*. Michigan Slavic Publications.
- 1997 Kibrik, A.A., Kobozeva, I.M., and **Sekerina, I.A.** (Eds). *Fundamental Trends in Modern American Linguistics. A Collection of Surveys*. (in Russian). Moscow, Russia: Moscow State University Press.

#### REFEREED ARTICLES

- 2011 **Sekerina, I.A.**, and Trueswell, J. C. Interactive processing of contrastive expressions by Russian children. *First Language*. Online First. doi: 10.1177/0142723711403981
- 2011 **Sekerina, I.A.**, and Trueswell, J. C. Processing of Contrastiveness by Heritage Russian Bilinguals. *Bilingualism: Language and Cognition*, 14(3), 280-300. doi:10.1017/S1366728910000337
- 2011 Hanne, S., **Sekerina, I.A.**, Vasishth, S., Burchert, F., & De Bleser, R. Chance in Agrammatic Sentence Comprehension—What Does it Really Mean? Evidence from Eye Movements of German Agrammatic Aphasics. *Aphasiology*, 25, 221-244.
- 2007 **Sekerina, I.A.**, and Brooks, P. J. Eye Movements During Spoken-Word Recognition in Russian Children. *Journal of Experimental Child Psychology*, 98, 20-45.
- 2006 Brooks, P. J., & **Sekerina, I. A.** Shortcuts to Quantifier Interpretation in Children and Adults. *Language Acquisition*, 13(3), 177-206.
- 2006 **Sekerina, I.A.**, and Brooks, P. J. Pervasiveness of Shallow Processing: Comment on Clahsen and Felser (2005). *Applied Psycholinguistics*, 27(1), 82-86.
- 2006 **Sekerina, I. A.** The ERP Method in Experimental Psycholinguistics. (in Russian). ['Metod vyzvannyx potencialov mozga v eksperimental'noj psixolingvistike.'] *Voprosy Jazykoznanija* (a peer-reviewed linguistics journal of the Russian Academy), 3, 22-45.
- 2004 **Sekerina, I.A.**, Stromswold, K. and Hestvik, A. How do adults and children process referential ambiguity? *Journal of Child Language*, 31(1),123-152.
- 1999 Trueswell, J. C., **Sekerina, I. A.**, Hill, N. and Logrip, M. The Kindergarten-Path Effect: Studying On-Line Sentence Processing in Young Children. *Cognition* 73, 89-134.
- 1999 **Sekerina, I. A.** The Scrambling Complexity Hypothesis and Processing of Split Scrambling Constructions in Russian. *Journal of Slavic Linguistics*, 7.2, 218-265.
- 1997 **Sekerina, I. A.** Syntactic Processing: A Survey. (in Russian). *Voprosy Jazykoznanija* ('Linguistic Issues') 3, 100-138. [A journal of the Russian Academy of Science.]
- 1996 **Sekerina, I. A.** Models of Syntactic Processing: A Survey of American Psycholinguistic Theories. (in Russian). *Referativnyj Zurnal. Social'nye i Gumanitarnye Nauki. Serija 6: Jazykoznanie* 3, 16-48. Moscow, Russia: Russian Academy of Sciences Press.
- 1994 **Sekerina, I. A.** Copper Island Aleut: A Mixed Language. *The Languages of the World*, 8.1, 14-31.

## CHAPTERS IN BOOKS

- In press** **Sekerina, I. A.** The effects of grammatical gender in Russian spoken-word recognition. In Makarova, V. (Ed.). *Russian Language Studies in Canada and the USA: The New Focus*. (In press). UK: Anthem Press. 25 pp.
- 2006** **Sekerina, I.A.** Building bridges: Slavic linguistics going cognitive. In Franks, S., Andrews, E., Feldstein, R., and Fowler, G. (Eds.) *Slavic Linguistics 2000: The Future of Slavic Linguistics in America. Glossos, 8*. E-journal of the Slavic and East European Language Research Center. Available at <http://www.seelrc.org/glossos/issues/8/sekerina.pdf>.
- 2003** **Sekerina, I.A.** Scrambling and processing: Complexity, dependencies, and constraints. In Karimi, S. (Ed.) *Word Order and Scrambling*. (pp. 301-324). Malden, MA.: Blackwell.
- 1997** **Sekerina, I.A.** Psixolingvistika. ('Psycholinguistics'.) Chapter 7 in Kibrik, A.A., Kobozeva, I.M. and Sekerina, I.A. (Eds), "*Fundamental Trends in Modern American Linguistics. A Collection of Surveys*" (in Russian). (pp. 231-260). Moscow, Russia: Moscow State University Press.

## REFEREED PROCEEDINGS

- 2008** Petrova, K., **Sekerina, I. A.**, & Fernández, E. M. Pris'edinjavane na strukturno mnogoznachni podchineni izrechenija v bulgarskija ezik. (In Bulgarian.) ["Attachment of structurally ambiguous relative clauses in Bulgarian."] In *Bulgaristica – Studia et Argumenta. Festschrift für R. Nitsolova*. (pp. 328-336). München: Verlag Otto Sagner.
- 2008** **Sekerina, I. A.** Gender priming and mapping of referential expressions in Russian. In Zybatow, G., Szucsich, L., Junghans, U., & Meyer, R (Eds.), *Formal Description of Slavic Languages. The 5th Conference, Leipzig 2003*. (pp. 180-191). Frankfurt: Peter Lang.
- 2006** **Sekerina, I. A.**, Brooks, P. J., & Kempe, V. Gender transparency facilitates noun selection in Russian. In Levine, J., and Babby, L. (Eds.), *The Proceedings of the 14th Workshop on Formal Approaches to Slavic Linguistics (FASL). The Princeton Meeting*. Michigan Slavic Publications.
- 2006** **Sekerina, I. A.** Ispol'zovanie metoda zapisi dviženij glaz pri izučenii dvujazyčija. (Studying bilingualism using eye-tracking.) (in Russian). *Proceedings of the International Conference DIALOG'06*. (pp. 607-610). Moscow, Russia. Also available at: <http://www.dialog-21.ru/dialog2006/materials/pdf/Sekerina.pdf>
- 2005** **Sekerina, I. A.**, & Pugach, Y. Cross-linguistic variation in gender use as a parsing constraint: Dutch vs. Russian. In Franks, S., Gladney, F. Y., & Tasseva-Kurkchieva, M. (Eds.), *The Proceedings of the 13th FASL Workshop. The South Carolina Meeting 2004*. 312-323. Michigan Slavic Publications.
- 2004** **Sekerina, I. A.**, Fernández, E.M., and Petrova, K.A. Relative clause attachment in Bulgarian. In Arnaudova, O., Browne, W., Rivero, M. L., & Stojanović, D. (Eds.), *The Proceedings of the 12th FASL Workshop. The Ottawa Meeting 2003*. (pp. 375-394). Michigan Slavic Publications.
- 2002** **Sekerina, I. A.** The Late Closure Principle vs. the Balance Principle: Evidence from on-line processing of ambiguous Russian sentences. In Costa, P., & Frasek, J. (Eds), *Current Approaches to Formal Slavic Linguistics. Contributions of the 2<sup>nd</sup> European Conference on Formal Description of Slavic Languages (FDSL-2). Potsdam Meeting 1997*. (pp. 205-217). Frankfurt: Peter Lang.
- 1999** **Sekerina, I. A.** On-Line processing of Russian scrambling constructions: Evidence from eye movements during listening. In Dziwirek, K., Coats, H. and Vakareliyska, C. (Eds.), *The Proceedings of the 7th FASL Workshop. The Seattle Meeting 1998*. (pp. 397-412). Michigan Slavic Publications.
- 1999** Trueswell, J.C., **Sekerina, I. A.**, Hill, N. and Logrip, M. The development of on-line language comprehension abilities in children. In Nenonen, M. and Jarvikivi, J. (Eds.),

*Languages, Minds, and Brains. Papers from a NorFa Summer School. Mekrijarvi, Finland, 1998.* Studies in Language 34. (pp. 209-215). Finland: University of Joensuu.

- 1997** **Sekerina, I.A.** Split Scrambling in Russian and focus: Syntax and sentence processing. In Bruening, B. (Ed.), *MIT Working Papers in Linguistics* 31. (pp. 377-392). MIT Press.
- 1996** **Sekerina, I.A.** Scrambling and Configurationality: Evidence from Russian Syntactic Processing. In Browne, W. (Ed.), *The Proceedings of the Fourth Annual Workshop on Formal Approaches to Slavic Linguistics. Cornell Meeting 1995.* (pp. 224-252). Michigan Slavic Publications.

## 11. CURRICULUM DEVELOPMENT

- 2010** SPH 79600 "*Academic Writing*". A dissertation-level graduate seminar developed for the Ph.D. Program in Speech-Language-Hearing, CUNY Graduate Center
- 2005** PSY 385 "*Psychology of Memory*". A course developed for the Department of Psychology.
- 2004** NSM 709 "*Foundations of Cognitive Neuroscience*". A course developed for the CSI Master's Program in Neuroscience, Mental Retardation, and Developmental Disabilities.
- 2003** PSY 342 "*Language Development*". A course developed for the Department of Psychology.

## 12. OTHER PROFESSIONAL ACTIVITIES

### EDITORIAL BOARD

*Journal of Slavic Linguistics*

### ACTIVITIES AS REVIEWER

### JOURNALS

*Cognition*

*Journal of Experimental Psychology: Learning, Memory and Cognition*

*Journal of Psycholinguistic Research*

*Journal of Speech, Language, and Hearing Research*

*Memory and Language*

*Quarterly Journal of Experimental Psychology*

### CONFERENCES

- 2004-present** 1<sup>st</sup> – 4<sup>th</sup> International Conference on Cognitive Science (Russia)
- 1998-present** 8<sup>th</sup> –19<sup>th</sup> Annual Workshops on Formal Approaches to Slavic Linguistics
- 2002-present** 15<sup>th</sup> –23<sup>rd</sup> Annual CUNY Conference on Human Sentence Processing

### GUEST PROFESSOR

- Summer 2011** University of Buffalo-SUNY/Singapore Institute of Management, summer session
- summers** The European Master's Program in Clinical Linguistics, University of Potsdam (Germany)
- 2007-present** New York–St. Petersburg Summer Institute in Cognitive and Cultural Studies, St.
- summers**
- 2003-present** Petersburg State University (Russia)



## LECTURES AND PAPERS PRESENTED

## INVITED TALKS

- 2010** *More on Quantifier Spreading*. Presented at the Colloquium series of the Department of Linguistics, Ohio State University, Columbus. October 23.
- 2010** *What Do Eye Movements Tell Us about Language?* Vassar College. April 28.
- 2010** *Online Spoken Language Comprehension in Heritage Speakers: Evidence from Eye Movements*. Department of Communicative Sciences and Disorders, NYU. April 27.
- 2009** *Processing of Contrastive Constituents by Heritage Russian-English Speakers*. Speech-Language-Hearing Program, CUNY Graduate Center.
- 2008** *Online Spoken Language Comprehension in Heritage Speakers: Evidence from Eye Movements*. The 2<sup>nd</sup> National Heritage Language Summer Institute, Harvard University.
- 2008** *Spoken Language Comprehension in Children*. University of Groningen, the Netherlands.
- 2005** *What do eye movements tell us about language comprehension?* Department of Psychology, Brooklyn College (CUNY).
- 2002** *The ERP method in American psycholinguistics and its application to the word order phenomenon in Russian*. International conference DIALOG-'02. Moscow, Russia.
- 2000** *Case makes a difference: On-Line processing of scrambling in Bulgarian and Russian*. Workshop on Case. University of Potsdam, Germany.
- 2000** *Scrambling and Processing: Complexity, Dependencies, and Constraints*. International Conference on Scrambling. University of Arizona, Tucson.
- 2000** *Building Bridges: Slavic Linguistics Going Cognitive*. Workshop "Future of Slavic Linguistics". Indiana University.
- 1998** *On-Line Processing of Russian Scrambling Constructions: Evidence from Eye Movements During Listening*. University of Pennsylvania's Linguistics Colloquium Series.

## CONFERENCE PRESENTATIONS

**2011**

- Sekerina, I. A.** *Grammatical Number and Gender as Predictive Cues in Spoken Language Processing by Heritage Bilingual Speakers*. An abstract submitted to the 17<sup>th</sup> Conference on Architectures and Mechanisms for Language Processing. Paris. 1-3 September, 2011.
- Sekerina, I. A.**, Dragoy, O., & Ivanova, M. *Time Course of Processing of Grammatical Agreement Information in Russian Agrammatism*. Poster to be presented at the Academy of Aphasia 49<sup>th</sup> Annual Meeting. Montréal, Canada. 15-18 October, 2011.

**2010**

- Sekerina, I.A.**, & Sauermann, A. *Path of Acquisition of Quantifier 'Every' in Russian*. Poster presented at the 16<sup>th</sup> Conference on the Architectures and Mechanisms for Language Processing, University of York, UK. 6-8 September, 2010.
- Sekerina, I.A.**, & Sauermann, A. *Processing of Quantifier 'Every' in Russian*. Paper presented at the 19<sup>th</sup> Workshop on Formal Approaches to Slavic Linguistics (FASL-19). University of Maryland at College Park, April 23-25, 2010.

**2009**

- Sekerina, I. A.**, & Trueswell, J. C. *Processing of Contrastiveness by Russian Children*. Paper presented at the Mind-Context Divide Workshop. University of Iowa, Iowa City.
- Sekerina, I. A.**, & Trueswell, J. C. *Developmental Differences in Processing of Contrastiveness in Russian*. Paper presented at the 22<sup>nd</sup> Annual CUNY Conference on Human Sentence Processing. University of California at Davis.

**2008**

**Sekerina, I. A.** *Are Bilingual Listeners Sensitive to Contrastive Prosody in Russian?* Paper presented at the 17<sup>th</sup> Workshop on Formal Approaches to Slavic Linguistics (FASL-17). Yale University.

**Sekerina, I. A.** *Interpreting Contrastive Constituents in Russian by Monolingual and Bilingual Speakers.* Poser presented at the 21<sup>st</sup> CUNY Conference. University of North Carolina.

**2007**

**Sekerina, I. A.** *Processing of Quantified Sentences in Russian.* Paper presented at the 2<sup>nd</sup> Annual Conference of the Slavic Linguistics Society. Berlin, Germany.

**Sekerina, I. A.** *Eye movements during spoken-word recognition in Russian children.* Paper presented at the FASL-16 Conference. SUNY at Stony Brook.

**2006**

Brooks, P. J., & **Sekerina, I. A.** *Shallow processing of universal quantification: A comparison of monolingual and bilingual adults.* A poster presented at the Meeting of the Cognitive Science Society. Vancouver.

**Sekerina, I. A.** *Spoken word recognition in Russian preschoolers.* Paper presented at the Workshop on On-Line Methods in Children's Language Processing. CUNY Graduate Center, NY.

**2005**

**Sekerina, I. A.** *Monolingual and bilingual processing of the PP-attachment ambiguity in Russian.* Paper presented at 6<sup>th</sup> European Conference on Formal Description of Slavic Languages. Potsdam University.

**Sekerina, I. A.**, Brooks, P. J., & Kempe, V. *Gender Transparency Facilitates Noun Selection in Russian.* Paper presented at the FASL-14. Princeton University.

**Sekerina, I. A.** *Morphology and Pragmatics in the Visual World Paradigm.* Poster presented at the 18th CUNY Conference. University of Arizona.

**Sekerina, I. A.**, Brooks, P. J., & Kempe, V. *Gender Transparency Facilitates Noun Selection in Russian.* Poster presented at the 18th CUNY Conference. University of Arizona.

**2004**

**Sekerina, I.A.**, and Trueswell, J. C. *Interpreting Contrastive Constructions in Russian: Pragmatic and Prosodic Effects.* Paper presented at the 17<sup>th</sup> CUNY Conference. University of Maryland.

**Sekerina, I.A.** *Misinterpretation and heuristics in bilingual processing.* Poster presented at the 17<sup>th</sup> CUNY Conference. University of Maryland.

**Sekerina, I.A.** and Pugach, Y. *Cross-linguistic variation in gender use as a parsing constraint: Dutch vs. Russian.* Paper presented at the FASL-13. University of South Carolina.

**2003**

**Sekerina, I.A.** *Does grammatical gender of adjectives facilitate noun identification?* Paper presented at the FDSL-5. University of Leipzig, Germany.

**Sekerina, I.A.** *Grammatical Gender and Mapping of Referential Expressions in Russian.* Paper presented at the 6<sup>th</sup> Conference on the Architectures and Mechanisms for Language Processing, University of Glasgow.

**Sekerina, I.A.**, Petrova, K.A. and Fernández, E. *Relative Clause Attachment in Bulgarian.* Paper presented at the FASL-12. University of Ottawa.

**2002**

**Sekerina, I.A.**, Schlesewsky, M. and Frisch, S. *Dislocation without movement: An ERP-study with Wh- and scrambled sentences in Russian.* Poster presented at the 15<sup>th</sup> CUNY Conference. CUNY.

**1993-2001**

18 papers and 6 posters were presented at the American and international conferences between the third year in graduate school (1993) and starting as Assistant Professor at the College of Staten Island

## CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

Association of Psychological Science (APS)	Cognitive Science Society
Linguistic Society of America	Society for Teaching of Psychology

## 13. RECORD OF TEACHING

UNDERGRADUATE COURSES	TAUGHT #
PSY100 <i>Introduction to Psychology</i>	2
PSY201 <i>Psychological Research</i>	4
PSY288 <i>Cognitive Psychology</i>	7
PSY330 <i>Experimental Psychology: Cognition and Perception</i>	5
PSY342 <i>Language Development</i>	1
PSY385 <i>Psychology of Memory</i>	2
GRADUATE COURSES	
SPCH 79600 (GC) <i>Academic Writing</i>	1
NSM 709 (CSI) <i>Foundations of Cognitive Neuroscience</i>	2
University of Potsdam (Germany), M.S. in Clinical Neurolinguistics <i>Academic Writing</i>	5

## 14. RECORD OF SERVICE

## CUNY

<b>2006-present</b>	Affiliated faculty member, CUNY Graduate School and Brooklyn College, Ph.D. Program in Psychology: Cognition, Brain, and Behavior
<b>2004-present</b>	Affiliated faculty member, CUNY Graduate School, Program in Linguistics
<b>2004-present</b>	Dissertation Committee member of Iglia Stoynezhka and Lidiya Torniyova, Ph.D. candidates in Linguistics at the CUNY Graduate School
<b>2011</b>	Certification for online/hybrid instruction
<b>2008</b>	Participation in the CUNY Gender Equity Grant Writing Program
<b>2005</b>	Reviewer for the CUNY collaborative grants program
<b>2004</b>	Participation in the CUNY Faculty Fellowship Publications Program

## CSI

<b>2010-2011</b>	Writing Across the Curriculum teaching fellowship
<b>2004-present</b>	M.S. Program in Neuroscience, Mental Retardation, and Developmental Disabilities
<b>2003</b>	Participation in the Writing Across the Curriculum program
<b>2003</b>	Faculty coordinator for the "Mind and Body" block, F.I.R.S.T. program

## DEPARTMENT

<b>2007-present</b>	Deputy Chair
<b>2009-present</b>	Webmaster for the departmental web site
<b>2009-present</b>	Departmental representative for the CSI Macaulay Honors College
<b>2008</b>	Member, Experimental Search Committee
<b>2006-2007</b>	Member, departmental WAC committee
<b>2004-2006</b>	Departmental representative at the CSI Undergraduate Curriculum Committee
<b>2004</b>	Departmental Commencement Liaison
<b>2003-2004</b>	Member, Clinical Neuropsychology Search Committee
<b>2002-2005</b>	Departmental representative at the CSI General Education Committee

**The College of Staten Island/CUNY**

**CURRICULUM VITAE**

Date of preparation April 2011

Signature \_\_\_\_\_

**1. NAME** Nan Sussman

**CURRENT TITLE** Associate Professor      **DEPARTMENT** Psychology

**CURRENT SALARY** \_\_\_\_\_

**2. RECOMMENDATION FOR** (check one)      **EFFECTIVE DATE** \_\_\_\_\_

<input type="checkbox"/> Initial appointment	<input type="checkbox"/> Third Reappointment	<input type="checkbox"/> Tenure
<input type="checkbox"/> First Reappointment	<input type="checkbox"/> Fourth Reappointment	<input type="checkbox"/> Promotion to Associate Professor
<input type="checkbox"/> Second Reappointment	<input type="checkbox"/> Fifth Reappointment With Tenure	<input type="checkbox"/> Promotion to Professor
		<input type="checkbox"/> Promotion to CLT

**3. HIGHER EDUCATION**

DEGREES (Institutions, dates attended, degree and field(s), date conferred)

University of Kansas	1973 – 1977	Ph.D. Psychology	1977
University of Kansas	1973 – 1977	M.A. Psychology	1975
University of Pittsburgh	1969 – 1973	B.A. Communications, Anthropology & Sociology	1973

ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)

Harvard University	1994	Institute for Educational Management, Certificate
Dartmouth College	1989	Institute for Advancement/Fund Raising, Certificate

CASE (Council for the Advancement and Support of Education)

**4. EXPERIENCE**

Teaching (or counseling or library experience, as appropriate)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>FT/PT</u>	<u>Department</u>	<u>Tenure Status</u>
CUNY Baruch	8/2005 -	Associate Professor	PT	MA Program in International Human Resource Management	
CUNY Grad Ctr.	4/2003 -	Associate Professor	FT	PhD Program in Psychology	
College of S.I.	1/2003 -	Associate Professor	FT	Psychology	
College of S.I.	1996 - 2002	Assistant Professor	FT	PSAS	tenure
College of S.I.	1986 – 1996	Assistant Professor	FT	PSA	

(On Leave from Title)

College of S.I.	1983 – 1986	Adjunct		PSA
American University (Doctoral program in Psychology)	1980	Adjunct	PT	Psychology
George Washington University	1980	Adjunct	PT	Psychology
University of Kansas	1976 – 1977	Teaching Assistant		Psychology

**OTHER** (Institutions, dates, titles)

College of Staten Island	1994 – 1996	Dean, College Advancement
College of Staten Island	1992 – 1996	Executive Director, CSI Foundation
College of Staten Island	1992 – 1994	Special Assistant to the President for Development
College of Staten Island	1992 – 1994	Vice-President, CSI Auxiliary Services Corporation
College of Staten Island	1986 – 1992	Associate Dean of Faculty, Special Sessions and Programs
College of Staten Island	1982 – 1986	Director, Center for International Services
International Council on Education, Washington, DC	1981 - 1982	Director, International Training
Georgetown University Center for Applied Linguistics	1981	Cross-cultural Specialist
Washington International Center, Washington, DC	1978 – 1980	Senior Coordinator, International Programs
Federal Judicial Center, Washington, DC	1977	Consulting Research Psychologist

**PROFESSIONAL DEVELOPMENT**

College of Staten Island	2001	Completed CSI Blackboard workshop on web-enhanced pedagogy
College of Staten Island	1996 1997	Completed 5 short courses in multi-media and computers in pedagogy Offered by the CUNY Center on Computing

**5. ACADEMIC AND PROFESSIONAL HONORS**

2011	Phi Beta Delta, honor society for scholars in International Education
2011	Nominated, Asia Society Bernard Schwartz Book Award
2010-11	CSI Fellowship Leave
2010	Provost's Overseas Study Development Grant
2005 - 2006	CSI Presidential Research Fellowship
2003 - 2004	Senior Fulbright Fellow (research), \$48,000, Hong Kong, SAR, China
1998	Fellow, International Academy for Intercultural Research
1986	Outstanding Junior Interculturalist, The International Society for Intercultural Education, Training and Research (SIETAR)
1985	Senior Fulbright Fellow (research), Keio University, Tokyo, Japan
1977	Professional Associate's Fellowship, East-West Center, Honolulu
1973 – 1976	National Institute of Mental Health Traineeship
1973	Phi Beta Kappa , Magna Cum Laude, University of Pittsburgh
1972	Chancellor's Undergraduate Teaching Fellowship, University of Pittsburgh

**6. PEER-REVIEWED GRANTS** (Indicate pending or awarded)

<u>Funding Agency</u>	<u>Title of Proposal</u>	<u>Amount</u>	Direct vs. <u>Total</u>	<u>Date Submitted</u>	<u>PI or CO-PI</u>
PSC-CUNY Research Grant Cycle #42	Dynamic biculturalism and the authentic prime	\$3,500		2011-12	PI
Social Science & Humanities Research Council of Canada	Returning home: psychological, social and cultural aspects of re-entry experience	CD\$130,715		2008 Not funded	CO-PI
CSI Presidential Research Fellowship	Hong Kong remigration			2005 - 2006	PI
PSC-CUNY Research Grant Cycle # 32	Acculturation, gender & smoking attitudes	\$3,840		2001 - 2002	PI
PSC-CUNY Research Grant Cycle # 31	Immigration acculturation strategy, body image and self- esteem	\$3,650		2000 - 2002	PI
CSI/Dean's Reassigned Time Research Award				2000 - 2001	PI
PSC-CUNY Research Grant Cycle # 30	Cultural transitions and self-concept	\$5,625		1999 - 2000	PI
GRTI-CUNY Equipment Grant		\$4,150		1999	PI
PSC-CUNY Research Grant Cycle # 29	Antecedents to cultural training	\$5,210		1998 – 1999	PI
CSI Multimedia Mentoring Program Grantee				1997 - 1998	PI
U.S. Department of Education Fund for the Improvement of Post- secondary Education Grantee	“ <i>Cultura and Commercio</i> ”: Integrating Italian studies and business	\$75,317		1987 - 1988	CO-PI
U.S. Department of Education Title VI	Internationalizing the business curriculum	\$67,000		1987 - 1989	CO-PI

**7. REFEREED PUBLICATIONS** (Title of Publication or exhibited, date in reverse chronological order, publisher, pagination)

PRINT AND ELECTRONIC

BOOKS

2010 **Sussman, N.M.** *Return migration and identity: A global phenomenon, A Hong Kong case.* Hong Kong: Hong Kong University Press.

REFEREED ARTICLES

2011 **Sussman, N.M.** Working abroad and expatriate adjustment: Three disciplinary lenses for exploring the psychological transition cycle of international employees. *Social and Personality Psychology Compass.*

- 2011 **Sussman, N.M.** & Truong, N.\* Please extinguish all cigarettes: Effects of acculturation and gender on smoking attitudes and smoking prevalence of Russian and Chinese immigrants. *International Journal of Intercultural Relations*, 35(2), 163-178.
- 2007 **Sussman, N.M.**, Truong, N.,\* & Lim, J.\* Who experiences ‘America the beautiful’? Ethnicity moderating the effect of acculturation on body image and risks for eating disorders among immigrant women. *International Journal of Intercultural Relations*, 31 (1), 29-49.
- 2003 Altshuler, L., **Sussman, N.M.**, & Kachur, E. Assessing changes in intercultural sensitivity among physician trainees using the Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27, 387-401.
- 2002 **Sussman, N.M.** Testing the Cultural Identity Model of the cultural transition cycle: Sojourners return home. *International Journal of Intercultural Relations*, 26 (4), 391-408.
- 2001 **Sussman, N.M.** Repatriation transitions: Psychological preparedness, cultural identity, & attributions among American managers. *International Journal of Intercultural Relations*, 25(2), 109-123.
- 2000 **Sussman, N. M.** The dynamic nature of cultural identity throughout cultural transitions: Why home is not so sweet. *Personality and Social Psychology Review*, 4, 355-373.
- 2000 **Sussman, N. M.** & Tyson, D.\* Sex and power: Gender differences in computer-mediated interactions. *Computers in Human Behavior*, 16, 381-394.
- 1990 Smith, S.H., Whitehead, G.I., and **Sussman, N.M.** The positivity bias in attributions: Two cross-cultural investigations. *Journal of Cross- Cultural Psychology*, 21, 283-301.
- 1986 **Sussman, N.M.** Re-entry research and training: Methods and Implications. *International Journal of Intercultural Relations*, 10, 235-254.
- 1984 Smith, S.H., Whitehead, G.I. and **Sussman, N.M.** Perception of female and male success in the United States and Third World nations. *Sex Roles*, 10, 903-911.
- 1982 **Sussman, N.M.** and Rosenfeld, H.M. Influence of Culture, language and sex on conversational distance. *Journal of Personality and Social Psychology*, 42, 66-74.
- 1978 **Sussman, N.M.** and Rosenfeld, H.M. Touch, justification and sex: The aversiveness of spatial and tactile violations. *Journal of Social Psychology*, 106, 215-225.

\* all asterisks denote “student”

## CHAPTERS IN BOOKS

- 2011 **Sussman, N.M.** Re-forming family among re-migrants: Hong Kongers come home. In K.B. Chan (Ed.), *Springer International Handbook of Chinese Families*. New York: Springer.
- 2011 **Sussman, N.M.** & Truong, N.\* Body image and eating disorders among immigrants. In V.R. Preedy, R.R. Watson, & C.R. Martin (Eds.), *The Handbook of Behavior, Food and Nutrition*. London: Springer.
- 2007 **Sussman, N.M.** Identity shifts as a consequence of crossing cultures: Hong Kong Chinese migrants return home. In K.B. Chan, J. Walls, & D. Hayward (Eds.), *East-West identities: Globalization, localization, & hybridization* (pp. 121–147). Leiden: Brill Academic Publishers.
- 2001 **Sussman, N.M.** Sojourners in another country: The psychological roller-coaster of cultural transitions. In W.M. Lonner, D.L. Dinnel, S.A. Hayes & D.N. Sattler (Eds.), *Online readings in Psychology and Culture*. International Association for Cross-Cultural Psychology web site: <http://ebooks.iaccp.org>
- 1999 **Sussman, N.M.** Taking your product into the Japanese Market. In S.M. Fowler (Ed.), *Intercultural sourcebook: Cross-cultural training methods, vol.2* (pp. 87-94). Yarmouth, ME: Intercultural Press.

## ENCYCLOPEDIA ENTRIES

- 2011 **Sussman, N.M.** Disordered eating among immigrants. *Encyclopedia of Immigrant Health*. New York: Springer Science+Business

## 8. OTHER PUBLICATIONS

PRINT AND ELECTRONIC

## NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

- 2011 **Sussman, N.M.** (February 8) Best of both worlds. **(Invited Opinion/Editorial essay)**. *South China Morning Post (Hong Kong)*, p. A9.
- 2009 **Sussman, N.M.** Personal appreciation and farewell to Edward Hall (1914-2009). *International Journal of Intercultural Relations*, 33(6), 449.
- 2004 **Sussman, N.M.** (October 24-25). Home sweet home?: Cultural transitions, identity, and stress in Hong Kong Chinese re-migrants. *American Psychological Society Observer*.
- 1986 **Sussman, N.M.** (June) Selling in a foreign market: The culture factor. *The Export Advisor*.
- 1985 **Sussman, N.M.** (September 25). Problems after overseas assignments. *The Japan Times* (Tokyo).



1984 **Sussman, N.M.** From gaijin to one of the gang: Going back home after an overseas assignment. *The Journal of the American Chamber of Commerce in Japan*, p. 53-59.

#### NON-JURIED CREATIVE WORKS AND PERFORMANCES

1980 **Sussman, N. M.** *American social behavior: Sources of cross-cultural misunderstanding* - a video-tape training series and trainer's manual. Washington, DC: Meridian International.

#### BOOK REVIEWS

1985 Kott, M. & **Sussman, N.M.** Review of the book *Face-to-face: The cross-cultural workbook*. *International Journal of Intercultural Relations*, 10, 379-380.

### 9. IN PROGRESS (Optional)

#### PRINT AND ELECTRONIC

##### IN PREPARATION

##### BOOK

Zhuang, E.P. & Sussman, N.M. *Intercultural communication*. Beijing: Beijing International Studies University Press.

##### ARTICLES

Sussman, N.M. Confucius and Socrates: Ancient commentary on the current issue of return migration. *Social Transformations in Chinese Societies*.

Sussman, N.M. Self –concept changes among sojourners: A longitudinal investigation of the Cultural Identity Model of cultural transitions.

### 10. REVIEWS OF CANDIDATE'S WORK

CITATION INDICES (Google Scholar, ISI Web of Science, PsycInfo) 2/27/11

350+ Citations in peer-reviewed journal articles, books, dissertations

#### BOOK REVIEWS

2011 Copeland, A. P. Review of the book *Return migration and identity: A global phenomenon, a Hong Kong case*. *International Journal of Intercultural Relations*, 35(1), 135-137.

2010 Schorn, R. (December 12). Smooth transition- how HK's migrants came home. *South China Morning Post* (Hong Kong), p. Books15.

#### RESEARCH FEATURED IN TEXTBOOKS

1999 Smith, P. B. & Bond M.H. *Social psychology across cultures 2<sup>nd</sup> edition*. Boston: Allyn & Bacon p. 99.

1998 Kassin, S. *Psychology 2<sup>nd</sup> edition* Upper Saddle River, NJ.: Prentice Hall p. 521 – 523.

1997 Taylor, S.E., Peplau, L.A. & Sears, D.O. *Social psychology*. Upper Saddle River, NJ: Prentice Hall pp. 75, 419.

1994 Triandis, H.C. *Culture and social behavior*. New York: McGraw Hill p. 201-203.

#### RESEARCH FEATURED IN MEDIA

2011 Book reading. (April 11). Strand Bookstore, New York.

2011 Leonard Lopate Show (March 16). Radio interview on *WNYC*.

2011 Return migration and identity (February 14). *Wen Wei Po* (Hong Kong Chinese-language newspaper), p. B6.

2011 Ni, T. (February 10). Returning ‘turtles’ no longer treated like conquering heroes. *Shanghai Daily*, p. A6.

2011 Truong, A. (February 7). Hong Kong’s “Astronauts” prove talented at re-entry. *Wall Street Journal* (Asia).

2011 Zhu, J. (January 8). Chinese returnee asks how sweet home is. *Shanghai Daily*. p. A6.

2010 Passmore, S. (November 24). Radio interview on *RTHK* (Radio Television Hong Kong) show.

2010 Allison, P. (July 14). Pat that butt, win that game. *Winnepeg Free Press*.

2010 *Wikipedia* entry on Hong Kong returnees.

2009 Coming home: Sojourners and immigrants. CUNY TV interview, Decade of Science series.

2007 Nielson, E. (September 7) Homecoming hangover? *China Daily* (largest English newspaper in China).

2005 Stone, A. (October 25) Overseas Chinese talents coming home. *Shenzhen Daily*. (English language newspaper from Shenzhen, China)

2003 Featured expert in video: *Journeying Home: Perspective on study abroad and and reverse culture shock*. CET Academic Programs.

1988 Schachter, J., & Yoshihara, N. (July 10). U.S. workers tested: Bosses from Japan bring alien habits. *Los Angeles Times*.

1984 Walters, J. (August 8). Do actions speak louder than word? *USA TODAY*, p. D5.

1982 Radio interviewee about culture and international business. “Rewiring Your World with Martin Agronsky” *National Public Radio*.

## 11. CURRICULUM DEVELOPMENT

### NEW COURSE OR PROGRAM DESIGN

PSY 100:	Introduction to Psychology (designed new pedagogy)
PSY 213:	Cross-cultural Psychology (new course developed)
PSY 420:	Advanced Seminar on Cross-cultural Psychology (new course developed)
PSY 217:	Psychology and Chinese Culture (new course developed)
PSY 80100:	Cross-cultural issues in the Globalization of Organizations (new graduate course in CUNY Psychology Ph.D. program)

## 12. OTHER PROFESSIONAL ACTIVITIES

### ACTIVITIES AS REVIEWER

2010 – present	Editorial board, Intercultural Research Series, Shanghai International Studies University, Shanghai Foreign Language Education Press.
2007	Manuscript reviewer for the textbook Matsumoto, D. & Juang, L. <i>Culture and Psychology</i> 4 <sup>th</sup> edition. Thomson Wadsworth Publishers.
2002 – present	PSC-CUNY Grant Reviewer
2001 – present	Journal Reviewer, International Journal of Stress Management International Psychology Bulletin Personality and Social Psychology Bulletin International Journal of Intercultural Relations International Journal of Tourism
2000 – present	Journal Reviewer, Journal of Cross-Cultural Psychology

### TECHNICAL REPORTS

1977	“The Use of Psychologists in the <i>Voir Dire</i> Process.” Washington D.C.: Federal Judicial Center.
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### CONSULTANCIES

2011	Dolby Laboratories, Beijing, China
2009	<i>Intercultura</i> (Italian government-funded intl education organization)
2006	Expert Witness, Remigration trauma
2002	U.S. Immigration and Naturalization Service
2001	Maimonides Medical Center, Brooklyn, NY
1991	Squibb Pharmaceuticals
1991-93	AT & T
1988	Montclair State University
1988-91	The World Bank
1987	Pfizer Pharmaceuticals
1986	U.S. General Accounting Office
1982	Center for Applied Linguistics, Georgetown University

- 1981 Academy for Educational Development  
 1980 National Committee on US-China Relations  
 1979 Foreign Service Institute, U.S. Department of State

#### LECTURES AND PAPERS PRESENTED

- 2011 “Cultural identity: Comparison of Hong Kong and Mainland Chinese remigrants.”  
*International Academy of Intercultural Research*. Singapore. July.
- 2011 “Hong Kong return migrants exhibit bicultural rather than subtractive identities.”  
*Association for Psychological Science*. Washington, DC. May.
- 2011 “Returning to China: Hong Kongers and Mainlanders return home.” *CUNY Asian-American/Asian Research Institute*. New York. April. **(Invited Lecture)**
- 2011 “Who experiences ‘America the Beautiful’?: Ethnicity moderating the effect of acculturation on body image & risks for eating disorders among immigrant women.” *International Conference on Body Image & Identity in Contemporary Society*. New York. April. (with Nhan Truong)
- 2011 “Astronauts, boomerangs, and *hai gu*”: Returning home to Hong Kong and Mainland China”. *Asia Society*. Washington, DC. March. **(Invited Lecture)**
- 2011 “Return migration to Hong Kong.” *Asia Society*. Hong Kong. February. **(Invited Lecture)**
- 2011 “Western and Asian repatriation.” *League of Women Voters*. Hong Kong. February. **(Invited Lecture)**
- 2011 “Expatriate adjustment and repatriation issues.” *Shanghai International Mental Health Association*. Shanghai. January. **(Invited Lecture)**
- 2011 “Confucian thought and repatriation.” *China Study Group*. Shanghai. January. **(Invited Lecture)**
- 2011 “Repatriation to the West.” *US Consulate in Shanghai*. January. **(Invited Lecture)**
- 2011 “Return migration and identity: A global and local phenomenon.” *Royal Asiatic Society of Shanghai*. January. **(Invited Lecture)**
- 2010 “Expatriation and repatriation: Western – Chinese comparisons.” *Jewish Community Center of Hong Kong*. December. **(Invited Lecture)**
- 2010 “The Hong Kong advantage.” *Vision2047* (Hong Kong think tank). December. **(Invited Lecture)**
- 2010 “Return migration and identity.” *Hong Kong University*. November. **(Invited Lecture)**
- 2010 “Increasing access to study abroad: The development of the consortial model.”  
*Conference of the College Consortium for International Studies*, Jersey City, NJ.

March.

- 2010 "Please extinguish all cigarettes: The effects of acculturation on smoking attitudes and prevalence of Chinese and Russian immigrants." *Eastern Psychological Association*. Brooklyn, NY. March. (poster with Nhan Trong\*).
- 2009 "A longitudinal study on the cultural transition cycle of student sojourners." *International Academy for Intercultural Research*. Honolulu, HI. August.
- 2008 "Returning home: Cultural identity & emotional outcomes of repatriation among Japanese Hong Kong sojourners". *American Psychological Association*. Boston. August .
- 2007 "Cultural identity profiles among Hong Kong remigrants." *International Academy for Intercultural Research*. University of Groningen, The Netherlands. July.
- 2006 "Asians on the move: The consequences of the cultural transitions cycle." 18<sup>th</sup> *International Congress of the International Association for Cross-cultural Psychology*, Spetses. Greece. July. Symposium organizer and presenter.
- 2006 "Blending cultures, blending identities: Hong Kong Chinese return home." *Annual Conference of the Society for Intercultural Education, Training and Research*, Jersey City, NJ, November 9 – 12.
- 2005 "Out and back: The movement of Hong Kongers 1984-2004 and the psychological consequences for identity." *Conference on The Transnational Flow of Chinese Human Capital*. Hong Kong University of Science and Technology. October.
- 2004 "Harmonizations, hybridizations, and identity shifts as a consequence of crossing cultures: Hong Kong sojourners and remigrants." *International Academy for Intercultural Research*. Taipei, Taiwan. May.
- 2004 "Hong Kong remigrant identity shifts and consequences for political involvement." *Hong Kong Transition Project Conference*. Hong Kong. March. (**Invited Lecture**)
- 2004 "Identity shift as a consequence of crossing cultures: Hong Kong Chinese sojourners and remigrants." *International Conference on East-West Identities: Globalisation, Localisation, and Hybridisation*. Institute for East-West Studies, Hong Kong Baptist University. February.
- 2003 "Cultural transitions and acculturation styles: Effects on body satisfaction and eating disorders among immigrant women in the United States." *Eastern Psychological Association Conference*. Baltimore. March.
- 2002 "Use of the Intercultural Development Inventory (IDI) in assessing changes in intercultural sensitivity among pediatric residents." *10<sup>th</sup> Ottawa Conference on Medical Education*. Ottawa, Canada. July. (authors: Altshuler, L., Kachur, E., Sussman, N.M., Aeder, L., Barrett, S., Fitzgerald, W., Hilfer, A., Koepfer, S., & Kruger, H.)

- 2002 "A longitudinal study of cultural identity among study abroad students." *Conference of the College Consortium for International Studies*. Washington, DC. April.
- 2002 "Staten Island Sibling Project (SIS): A comparison of sibling relationships in childhood and adulthood." *Eastern Psychological Association Conference*. Boston. March. (poster with T. Astuto\*, C. Fewer\*, and C. Schikschneit\*)
- 2001 "The sojourner transition cycle: Two tests of the cultural identity model." *Conference of the International Association of Cross-cultural Psychology*. Winchester, UK. July.
- 2001 "Testing the Cultural Identity Model of cultural transitions." *Conference of the International Academy for Intercultural Research*. Oxford, MS. April.
- 2000 "Cultural identity and cultural transitions: A predictive model and empirical support." *Conference of the Society for Intercultural Education, Training and Research*. Fairfax, VA. November.
- 2000 "A dynamic model of cultural identity and cultural transitions." *Conference of the Society of Personality and Social Psychology*. Nashville, TN. February.
- 1999 "A new model of cultural identity and cultural transitions." *Conference of the International Academy for Intercultural Research*. Kent, OH. April.
- 1999 "Sex and power: Gender differences in computer-mediated interactions." with Diane Tyson\*. *Seventh Annual Pace University Psychology Conference*. New York. May.
- 1999 "The relationship between personality traits/strengths and attachment disorder among foster children." with Judeen Bryne\*. *Seventh Annual Pace University Psychology Conference*. New York. May.
- 1999 "Cultural identity and self identity." *Colloquium Presenter of CUNY Doctoral Sub-Program in Social and Personality Psychology*. New York. April.
- 1999 "Sex and power: Gender differences in computer-mediated interactions." with Diane Tyson\*. *Eastern Psychological Association Meeting*. Providence, RI. April.
- 1999 "The relationship between personality traits/strengths and attachment disorder among foster children." with Judeen Bryne\*. *Eastern Psychological Association Meeting*. Providence, RI. April.
- 1998 "Cultural transitions: Psychological preparedness, repatriation, and attributions among American managers." *The 24th Annual Congress, SIETAR*. Tokyo, Japan. November.
- 1988 "Nonverbal behavior as a dependent variable in measuring cross-cultural adaptation." *The 14th Annual SIETAR Conference*. Denver, CO. May.
- 1987 "Re-entry: adjustment back home." *International Association of Cross-Cultural*

- Psychology, Bi-annual Conference*. Istanbul, Turkey. July. Symposium organizer and presenter.
- 1986 "Re-entry challenges: The American & Japanese experience." *The 12th Annual SIETAR Conference*. Amsterdam, The Netherlands. (with G. Wederspahn). May.
- 1985 "Corporate re-entry: A comparative look at returning home." *Japan Psychological Association Annual Meeting*. Tokyo. July.
- 1985 "Strategies for managing re-entry." *The 11th Annual SIETAR International Conference*. San Antonio, Texas. (with G. Wederspahn). May.
- 1985 "Re-entry: International students." *The 30th Conference of Orientalists*. Tokyo, Japan. May.
- 1985 "Entry and re-entry: International students." *Japan Association for Foreign Student Affairs Annual Meeting*. Tokyo, Japan. May.
- 1985 "Re-entry training for American corporate families." *Tokyo-American Club*. Tokyo, Japan. Training Workshop. April.
- 1985 "The cultural adjustment cycle: Entry and re-entry." *DOD Administrators' Conference*. Tsukuba University, Japan. April.
- 1985 "Cultural re-entry: Research and training." *Japan Society for Cross Cultural Psychology* (Bunka to Ningen no kai). Tokyo, Japan. March.
- 1985 "Language, non-verbal behavior & culture." *Inter-Tokyo Language Institute*. Tokyo, Japan. March.
- 1985 "Culture and non-verbal behavior." *International Christian University*. Mitaka, Tokyo, Japan. February.
- 1984 "Re-entry research and training: Methods, ethics, and implementation." *International Society for Educational, Cultural and Scientific Interchange Annual Meeting*. Minneapolis. November.
- 1984 "Non-verbal behavior and cultural influences: An overview and critique of the literature." *International Association of Cross-cultural Psychology, Bi-Annual Conference*. Acapulco, Mexico. August.
- 1984 "Culture, non-verbal behavior and intercultural encounters." *National Association of Foreign Student Affairs*. Snowmass, CO. July.
- 1983 "Cross-cultural non-verbal behavior and language learning." *Association of Language Instructors of Staten Island*. Wagner College, Staten Island, NY. October.
- 1983 "Catalyst for international educational exchanges and intercultural learning." *The Ninth Annual SIETAR Conference*. San Gimignano, Italy. May.

- 1982 "Cooperative approaches to research in international educational exchange." *Council on International Educational Exchange Annual Meeting*. New York. November.
- 1981 "How to design cross-cultural training aids." *The Seventh Annual SIETAR Conference*. Vancouver, British Columbia, Canada. March.
- 1980 "Use of audio-visual aids in cultural training." *The Sixth Annual SIETAR Conference*. Mt. Pocono, PA. March.
- 1979 "Integrative studies on non-verbal behavior." *Eighty-seventh Annual Convention of the American Psychological Association*. New York. August.
- 1979 "Language and culture: Effects of interpersonal distancing." *Salisbury State College*. Salisbury, MD. March.
- 1979 "Cross-cultural orientation and research." *Howard University*. Washington, D.C. February.
- 1978 "Inter-cultural communication: Real-world applications." *International Communications Association, Inter-cultural Division*. Chicago, IL. April.

#### PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA, CURATORIAL ACTIVITIES

- 2006 "Asians on the move: The consequences of the cultural transitions cycle." *18<sup>th</sup> International Congress of the International Association for Cross-cultural Psychology*. Spetses, Greece. July. Symposium organizer and presenter.

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Psychological Association  
 Association for Psychological Science  
 International Academy for Intercultural Research  
 International Association of Cross-Cultural Psychology  
 International Society for Intercultural Education, Training and Research (SIETAR)  
 Social Psychology Network  
 Society for Cross-cultural Research  
 Society for Personality and Social Psychology

### 13. RECORD OF TEACHING AT CSI (list courses taught)

PSY 100: Introduction to Psychology  
 PSY 201: Psychological Research Methods  
 PSY 212: Social Psychology  
 PSY 213: Cross-cultural Psychology  
 PSY 420: Advanced Seminar on Cross-cultural Psychology



PSY Psychology and Chinese Culture  
 523/217:  
 PSY 80100: Cross-cultural issues in the Globalization of Organizations (Graduate Center/Baruch doctoral course)

**Independent Study Supervision:**

Thomas Astuto	Lisa Reyes
Judeen Byrne	Gene Russo
	Victoria Salvo
Christopher Cornacchio*	Johanna Sanzari
Antoinette Deluca	Cynthia Schikschneit*
Cathy Fewer*	Maury Silverman
Joy Lim*	John Telenko
Coralynn Long	Leora Twersky
Ben Louie	Dianne Tyson
Janet Mazer	Michelle Zhubrak
Diane Quinlan	

\* Outstanding Undergraduate Research Award or Summer Research Award

**Graduate Student Advisees**

Jennifer Hill, Nhan Truong

**Graduate Student Thesis/Dissertation Committees**

Steven Fox, External Dissertation Examiner, Victoria University, New Zealand, 2010  
 Rachel Pascall, Chair, Master's Thesis Committee, 2006 -- 2010  
 Frances Taveras, Chair, Master's Thesis Committee, 2003 - 2005  
 Amorette Ferraro Farella, Member, Master's Thesis Committee 2005—2008  
 John Fernandez, Member, Dissertation Committee 2005

**International Student Mentoring**

2007 – 2008 Minako Nakashima, visiting Ph.D. student, Okayama University Japan  
 2004 – 2006 Daniela Grisi, M.A. student, University of Verona, Italy  
 2004-05 Yat Yee Lee, Chinese University of Hong Kong  
 1999 Tomoko Tanaka, Okayama University, Japan

**International Teaching/Lecturing**

2011 Shanghai University  
 2005 Baruch College in Taiwan  
 2004 Hong Kong University, Hong Kong  
 1985 Keio University, Tokyo Japan  
 1984 Atenao de Manila University, the Philippines  
 1981 Tribuvan University, Kathmandu, Nepal  
 1981 Chulalongkorn University, Bangkok, Thailand

Designed, created and maintained three internet web sites for pedagogical purposes.  
 Internet Award: Links2GO Key Resource Award in the Social Psychology category.  
 The current internet address is as follows:

<http://www.library.csi.cuny.edu/sussman>

Designed and administered web-enhanced course with Blackboard discussion board

#### 14. RECORD OF SERVICE

##### INTERNATIONAL and NATIONAL

2009 - present	Elected, Board of Directors, International Academy for Intercultural Research
2001 – 2005	Selection Committee Panelist, Japan Exchange Teachers program, Ministry of Education, Japan
1986- 1991	Member: Grantee Selection Committee, Fulbright Commission
1986- 1987	Member: Governance Restructuring Committee, College Consortium for International Studies
1985	Founding Member: Japan chapter of the SIETAR
1984 – 1985	Chair: SIETAR Career Referral Committee
1983- 1987	Second Vice-President, Treasurer & Chair, Finance Committee: College Consortium for International Studies
1983	Member: SIETAR Nominating Committee
1982 – 1985	Member: SIETAR Governing Council

##### COMMUNITY

2007--2010	Vice-Chairman, Board of Trustees, Brooklyn Children's Museum
2004--2007	Chairman, Board of Trustees, Brooklyn Children's Museum
2001--2004	Vice-Chairman, Board of Trustees, Brooklyn Children's Museum
1997--2000	Chair, Development Committee, Brooklyn Children's Museum
1995-- 2010	Trustee: Brooklyn Children's Museum

##### CUNY

2007--2009	Member, Council of Psychology Chairs
2001	PSC-CUNY Grant proposal reviewer
1998- 1999	Member, Council of Psychology Chairs

##### CSI

2010	Lecture: Modern China Speaker series
2009-10	Member, Institutional Planning Committee
2008-09	Search Committee, VP Institutional Advancement
2008-09	Personnel & Budget Committee, Overload Sub- Committee
2007	Search Committee, Management, Department of Business
2005-- 07	Member, Strategic Planning Committee/Academic Priorities Sub-committee

2005	Lecture: Modern China Speaker series
2005	Presenter: "World on Wednesday" lecture series
2004	Guest Presenter: Annual Meeting of the Friends of CSI
2004--	Member, Modern China Studies Committee
2004 - 06	Member, Staten Island Indicators Project
2004- 05	Search Committee, Dean of Science and Technology
2004- 07	Member, Student Technology Fee Committee
2002	Member, Academic Advisement Focus Group
2002	Speaker, CSI Student Recruitment Event
2002-04	Member, Media Advisory Committee
2001-02	Member, Undergraduate Research Conference Committee
2001	New Faculty Workshop, "Technology and Pedagogy"
2001-04	Elected Member, College Council Committee on Research
2001	Search Committee, Information Literacy, Dept of Library
2001	Search Committee, Developmental Psychologist, Dept of Education
2000-04	Member, Committee on Center for Excellence in Learning Technology
2000	New Faculty Workshop, "Using New Technology in Your Classroom"
1999	Search Committee, Counselor/Faculty Member, Department of Student Services
1999	New Faculty Workshop (developed and presented): "New Media & Pedagogy."
1998-01	Elected Member-at-large, College Council
1998-99	Member, President's Task Force on the Library
1997-98	CSI Learning Community, Advisory Committee
1997--2008	Member, International Studies Advisory Committee
1996--	Lecturer, Study Abroad orientation, once each semester
1996--2007	Chair, Commencement Procession Subcommittee
1996-00	General Education Sub-Committee, "West and the World"
1996	Presenter: "World on Wednesday" lecture series
1995-98	Search Committee, International Business, Dept of Business
1995-96	Chair, Performing Arts Planning Task Force for Center for the Arts
1989-94	Member, CSI Institutional Planning Committee
1989-96	Member, College Council
1986-87	Chair, CSI Committee for Honors College Planning

#### DEPARTMENT/PROGRAM

2007-10	Department Chairperson
2007	Deputy Chairperson
2007 – present	Honor's Thesis Reader
2006	Presenter: Psi Chi/Psychology Club
2005	Presenter: Psychology Brown Bag lecture series
2002	Search Committee, Developmental Psychologist
2002-05	Elected, Executive Committee/Appointments Committee
2002-03	Chair, Search Committee, Social Psychologist
2001-02	Search Committee, Health Psychologist
1998-00	Coordinator, PSAS Web Page
1998-99	Deputy Chair, PSAS Department
1998-99	Coordinator, Psychology Program, PSAS Department
1998-99	Chair, Search Committee, Social Psychology/Feminist Theory

1998 Search Committee, Industrial Organizational Psychologist  
 1996-97 PSA Representative for Majors Week Activity

### **CHAIRPERSON'S REPORT**

### **STUDENT EVALUATIONS**

### **RECORD AT CUNY**

2005-	Baruch	MA Program in International Human Resource Management
2003-	Graduate Center	PhD Program in Industrial/Organizational Psychology
2003-	CSI	Associate Professor, Department of Psychology
1996-02	CSI	Assistant Professor, Department of PSAS
1994-96	CSI	Dean, College Advancement
1992-96	CSI	Executive Director, CSI Foundation
1992-94	CSI	Special Assistant to the President for Development
1986-92	CSI	Associate Dean of Faculty
1986-96	CSI	Assistant Professor, Dept of PSAS, on leave
1982-86	CSI	Director, Center for International Service

**APPENDIX O**

**FACULTY RATING FORM**

## Outcome Assessment Ratings

Please fill this form out considering only the \_\_\_\_\_ semester.

Although it may be possible to identify individual faculty from this report, we'd like to keep these reports anonymous to stress that we are only going to report aggregate data.

Please return to Vicky Baker. Thanks!

# of Independent Study Students (including MHC projects)	
# of Honors Students	
# of Undergrad Research Conference Presentations	
# of Undergrad Research Conference Students	
# of Students who went to Grad School	
# of Work-Study students	
# of Summer Undergraduate Research Stipends	
# of Internships, Fieldwork, Mentoring	
# of Letters of Reference (# of students NOT # of letters)	
Total Research Expenditures This Term Only (\$)	
# of Grant proposals submitted	
# of Post Doc/Doc students	
# of Publications	
# of students certified by CITI IRB training	
# of courses containing significant ethical content	
# of courses taught using BlackBoard	
# of courses taught using PowerPoint	
# of classes taught using webpage supplements	
Rate your satisfaction with physical facilities (office, teaching, lab space, equipment) on campus (1 low-10 high)	

**APPENDIX P**

**GRADE DISTRIBUTIONS FOR PSYCHOLOGY FALL 2010 BY INSTRUCTOR,  
COURSE, AND DEPARTMENT**

GPADISCI

COLLEGE OF STATEN ISLAND

02/10/2011

GPA FOR EACH CSI DISCIPLINE FOR UNDERGRADUATE COURSES PAGE: 1

FALL 2010

DISCIPLINE	GPA	TOTAL PASSING GRADES (A-D AND +/-)	TOTAL FAILING GRADES (F, WN, WU)	P-GRADES (BYPASSED) ( P )	OTHER GRADES (BYPASSED) (AUD, I, PEN, W, WA)
ACC	2.533	876	66	0	97
AFA	2.672	99	5	0	29
AMS	2.889	110	9	0	15
ANT	2.920	195	15	0	37
ARB	3.835	14	0	0	0
ART	2.594	691	100	0	149
ASL	3.060	187	5	0	11
AST	2.777	729	46	0	105
BIO	2.605	2,664	279	1	496
BIOH	3.066	42	0	0	0
BUS	2.487	714	69	0	85
CHM	2.647	884	102	0	214
CHMH	3.665	35	0	0	0
CHN	3.134	91	4	0	6
CIN	2.831	669	56	0	96
COM	2.805	1,233	115	0	109
COR	2.762	1,716	166	0	194
CSC	2.802	675	87	0	97
DAN	3.414	90	2	0	22
DRA	2.746	339	35	0	71
ECO	2.595	1,132	88	1	163
EDC	3.474	174	1	24	3
EDE	3.418	188	0	86	11
EDS	3.316	125	0	2	18
ELT	3.093	40	4	0	7
ENG	2.743	2,671	358	704	402
ENH	3.101	671	49	2	83
ENL	3.160	557	33	0	42
ENS	2.755	449	38	0	51
FNC	2.720	449	23	0	50
FRN	2.440	101	16	0	28
GEG	2.786	207	17	0	22
GEO	2.479	922	72	0	88
HED	3.143	29	1	0	0
HON	3.792	107	0	0	2
HST	2.547	1,217	140	0	244
INS	2.611	95	10	0	39
INT	2.685	47	1	0	0
ITL	2.570	359	44	0	40
LNG	2.333	5	1	0	0
MDT	3.136	49	1	2	47
MGT	2.557	551	24	0	47
MKT	2.525	473	26	0	28
MTH	1.903	2,368	1,041	674	667
MTHH	3.210	48	2	0	0
MUS	2.870	750	77	0	110



GPADISC1

COLLEGE OF STATEN ISLAND

02/10/2011

GPA FOR EACH CSI DISCIPLINE FOR UNDERGRADUATE COURSES PAGE: 2

FALL 2010

DISCIPLINE	GPA	TOTAL PASSING GRADES (A-D AND +/-)	TOTAL FAILING GRADES (F, WN, WU)	P-GRADES (BYPASSED) ( P )	OTHER GRADES (BYPASSED) (AUD, I, PEN, W, WA)
NRS	3.289	750	9	0	36
PED	2.751	545	41	0	70
PHL	2.657	828	107	0	138
PHO	2.858	130	18	0	25
PHY	2.824	310	22	0	56
PHYH	3.231	16	0	0	1
POL	2.853	675	54	0	83
PSY	2.711	2,213	218	0	377
SKO	2.736	82	10	0	10
SLS	2.982	536	17	0	23
SOC	2.905	1,815	74	0	133
SPD	2.435	38	15	187	33
SPN	2.713	742	61	0	106
STAB	0.000	0	0	0	16
SWK	3.084	133	0	0	6
WGS	3.228	134	5	0	19
SUMMARY	2.682	34,784 (76%)	3,879 ( 9%)	1,683 ( 4%)	5,157 (11%)

## DEPARTMENT: PSYCHOLOGY

## DISTRIBUTION OF UNDERGRADUATE &amp; GRADUATE GRADES -- FALL 2010 -- CLASSIFIED BY INSTRUCTOR

INSTRUCTOR	PERCENTAGE OF STUDENTS GIVEN													TOTAL STUDENT	
	GDI /AGDI/RGDI	A	A-	B+	B	B-	C+	C	D	F	WU	W/*WN	I/V/Z/L		P
AROUT, CAROLINE	2.59/2.75/2.75	14.00	8.00	9.00	11.00	13.00	11.00	10.00	2.00	6.00	5.00	7.00	4.00	0.00	100
ASANBE, COMFORT	3.01/3.15/3.15	10.64	17.02	25.53	12.77	8.51	10.64	6.38	0.00	0.00	4.26	4.26	0.00	0.00	47
BELOTZERKOVSKY, GA	2.08/2.32/2.32	5.41	2.70	0.00	1.35	9.46	8.11	10.81	8.11	1.35	5.41	1.35	45.95	0.00	74
BLAIR, RIMA	3.65/3.65/3.65	37.14	28.57	20.00	11.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.86	0.00	35
BOVE, ANNEMARIE	3.75/3.75/3.75	54.55	18.18	27.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11
BREWSTER, KENDRA	3.41/3.41/3.41	20.00	32.00	8.00	4.00	4.00	0.00	4.00	4.00	0.00	0.00	12.00	12.00	0.00	25
BROOKS, PATRICIA	4.00/4.00/4.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2
COHEN, FLORETTE	2.81/2.81/2.81	26.56	1.56	10.94	3.13	10.94	6.25	4.69	4.69	7.81	0.00	20.31	3.13	0.00	64
COSTA, PETER	2.87/2.87/2.87	14.72	4.29	20.25	23.93	1.23	12.88	10.43	7.36	0.61	0.00	3.07	1.23	0.00	163
DELONG, EINAT	2.63/2.84/2.84	4.00	16.00	8.00	6.00	26.00	12.00	2.00	0.00	4.00	6.00	2.00	14.00	0.00	50
DEMO, CAROL	3.16/3.24/3.24	20.00	15.56	17.78	17.78	13.33	4.44	2.22	2.22	0.00	2.22	4.44	0.00	0.00	45
DOWNES, HEATH	3.19/3.19/3.19	19.05	14.29	9.52	23.81	0.00	9.52	0.00	4.76	0.00	0.00	14.29	4.76	0.00	21
ELISHA, ISABELLE	3.25/3.25/3.25	22.73	31.82	4.55	13.64	9.09	0.00	18.18	0.00	0.00	0.00	0.00	0.00	0.00	22
FARELLA, AMOSETTE	2.76/2.76/2.76	24.14	3.45	10.34	13.79	10.34	0.00	13.79	6.90	6.90	0.00	6.90	3.45	0.00	29
FERGUSON, ZANE	1.79/1.79/1.79	14.29	2.04	2.04	6.12	8.16	4.08	18.37	6.12	30.61	0.00	4.08	4.08	0.00	49
FOSTER, JENNY	2.52/2.55/2.55	17.56	6.87	6.87	9.16	1.53	8.40	16.79	5.34	9.16	0.76	9.16	8.40	0.00	131
FRISINA, PASQUALE	3.47/3.47/3.47	9.09	36.36	27.27	18.18	0.00	0.00	0.00	0.00	0.00	0.00	9.09	0.00	0.00	11
GALAZYN, MAGDALENA	2.23/2.43/2.43	4.26	6.38	12.77	4.26	10.64	8.51	12.77	6.38	6.38	6.38	17.02	4.26	0.00	47
GOLDBERG, JOEL	1.50/1.55/1.55	0.00	0.00	0.00	3.57	7.14	0.00	46.43	21.43	14.29	3.57	0.00	3.57	0.00	28
GONZALEZ, ISAURA	3.20/3.33/3.33	45.12	12.20	4.88	13.41	1.22	3.66	4.88	1.22	4.88	3.66	3.66	1.22	0.00	82
HAYNES, KRISTAL	2.00/2.25/2.25	7.87	2.25	4.49	10.11	5.62	11.24	23.60	6.74	7.87	10.11	7.87	2.25	0.00	89
HILL, DARRYL	3.04/3.04/3.04	10.00	40.00	0.00	10.00	20.00	5.00	0.00	5.00	5.00	0.00	0.00	5.00	0.00	20
HUGHES, JAMES	2.98/2.98/2.98	15.91	15.91	11.36	6.82	20.45	2.27	25.00	0.00	0.00	0.00	2.27	0.00	0.00	44

DEPARTMENT: PSYCHOLOGY

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## DISTRIBUTION OF UNDERGRADUATE &amp; GRADUATE GRADES -- FALL 2010 -- CLASSIFIED BY INSTRUCTOR

INSTRUCTOR	GDI /AGDI/RGDI	PERCENTAGE OF STUDENTS GIVEN											TOTAL STUDENT		
		A	A-	B+	B	B-	C+	C	D	F	WU	W/*WN		I/V/Z/L	P
HUNT, SANDRA	2.99/3.16/3.16	24.69	16.05	14.81	7.41	2.47	9.88	9.88	2.47	1.23	4.94	4.94	1.23	0.00	81
KAPLIN, DANIEL	2.99/3.14/3.14	35.42	4.17	6.25	10.42	6.25	4.17	9.38	4.17	2.08	4.17	4.17	9.38	0.00	96
KEST, BENJAMIN	2.81/2.81/2.81	26.51	12.05	3.61	6.02	10.84	8.43	10.84	6.02	7.23	0.00	4.82	3.61	0.00	83
KIM, HYUNKYUNG	2.68/2.91/2.91	25.00	4.55	9.09	6.82	4.55	6.82	15.91	4.55	2.27	6.82	9.09	4.55	0.00	44
KNIGHT, VALERIE	2.87/2.87/2.87	0.00	10.00	20.00	20.00	30.00	10.00	10.00	0.00	0.00	0.00	0.00	0.00	0.00	20
KUPPERSMITH, JUDIT	3.49/3.49/3.49	9.38	34.38	40.63	9.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.25	0.00	32
LAWRENCE, JOHN	2.65/2.65/2.65	10.75	7.53	8.60	7.53	11.83	11.83	21.51	4.30	2.15	0.00	12.90	1.08	0.00	93
MA, CATHERINE	2.79/2.79/2.79	11.36	18.18	18.18	15.91	9.09	9.09	2.27	2.27	11.36	0.00	2.27	0.00	0.00	44
MALOWITZKY, NOAH	2.20/2.23/2.23	6.93	3.96	1.98	8.91	7.92	11.88	24.75	15.84	2.97	0.99	4.95	8.91	0.00	101
MCCLOSKEY, DANIEL	4.00/4.00/4.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3
MEEHAN, EDWARD	2.65/2.65/2.65	12.28	3.51	3.51	7.02	8.77	8.77	29.82	1.75	0.00	0.00	22.81	1.75	0.00	57
MELENDEZ, FRANCES	NA / NA / NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	11
MOYAL, NITSANA	3.26/3.26/3.26	16.67	13.33	10.00	23.33	16.67	3.33	0.00	0.00	0.00	0.00	16.67	0.00	0.00	30
NEUWIRTH, LORENZ	2.58/2.80/2.80	26.19	9.52	2.38	11.90	7.14	7.14	4.76	4.76	9.52	7.14	4.76	4.76	0.00	42
PETE, ELIZABETH	3.62/3.62/3.62	42.66	11.19	5.59	2.10	3.50	6.99	0.70	0.00	0.00	0.00	2.80	24.48	0.00	143
PLOOG, BERTRAM	2.50/2.68/2.68	17.46	7.94	3.17	1.59	6.35	0.00	19.05	4.76	4.76	4.76	19.05	11.11	0.00	63
POWERS, KASEY	2.36/2.80/2.80	19.15	4.26	6.38	4.26	6.38	2.13	4.26	4.26	6.38	10.64	6.38	25.53	0.00	47
RIVERA, MARIA	1.57/1.61/1.61	4.55	0.00	4.55	9.09	0.00	12.50	19.32	14.77	23.86	2.27	5.68	3.41	0.00	88
ROGERS-SIRIN, LAUR	3.13/3.13/3.13	43.55	4.84	8.06	9.68	6.45	0.00	9.68	3.23	6.45	0.00	3.23	4.84	0.00	62
SALHANY, CONSTANCE	2.74/2.83/2.83	18.18	6.06	9.09	15.15	10.10	9.09	15.15	8.08	0.00	3.03	3.03	3.03	0.00	99
SEKERINA, IRINA	2.24/2.43/2.43	11.36	2.27	13.64	6.82	2.27	9.09	22.73	6.82	6.82	6.82	11.36	0.00	0.00	44
SIMONETTI, ELLEN	3.41/3.41/3.41	18.52	22.22	25.93	29.63	3.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27
STALIAS, MARIA	3.12/3.12/3.12	27.78	16.67	11.11	7.41	12.96	9.26	5.56	1.85	3.70	0.00	0.00	3.70	0.00	54

DEPARTMENT: PSYCHOLOGY

DISTRIBUTION OF UNDERGRADUATE & GRADUATE GRADES -- FALL 2010 -- CLASSIFIED BY INSTRUCTOR

INSTRUCTOR	GDI /AGDI/RGDI	PERCENTAGE OF STUDENTS GIVEN											TOTAL STUDENT		
		A	A-	B+	B	B-	C+	C	D	F	WU	W/*WN		I/V/Z/L	P
STRASHNAYA, RENATA	1.68/1.75/1.75	2.04	1.02	4.08	4.08	8.16	7.14	20.41	13.27	14.29	3.06	15.31	7.14	0.00	98
SUGARMAN, SCOTT	3.44/3.44/3.44	13.04	26.09	34.78	13.04	4.35	0.00	0.00	0.00	0.00	0.00	4.35	4.35	0.00	23
TENNEY, LAUREN	3.73/3.73/3.73	65.45	7.27	1.82	3.64	0.00	0.00	0.00	0.00	3.64	0.00	14.55	3.64	0.00	55
TIRADO-LAMPERT, DI	2.88/2.94/2.94	2.22	11.11	17.78	28.89	17.78	8.89	4.44	2.22	0.00	2.22	2.22	2.22	0.00	45
WAXMAN, AMANDA	1.83/2.06/2.06	4.00	12.00	4.00	2.00	6.00	10.00	12.00	18.00	10.00	10.00	12.00	0.00	0.00	50
WILSON, KAREN	3.32/3.44/3.44	44.19	16.28	9.30	2.33	6.98	4.65	6.98	2.33	0.00	3.49	2.33	1.16	0.00	86
YUKSEL-SOKMEN, OZL	3.54/3.54/3.54	60.00	0.00	12.00	0.00	12.00	0.00	0.00	0.00	4.00	0.00	12.00	0.00	0.00	25







**APPENDIX Q**

**The Lore of Advising**



# Faculty Guide to Academic Advising

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**Department of Psychology**

**College of Staten Island**

**Last Revision: November 2010**



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## *INTRODUCTION*

When a student declares psychology as their major, the registrar will put a “stop” on their record. This “stop” prevents them from registering for their classes without first consulting a psychology professor. They will appear at your office door wanting a “stop” removed and advising. In order to support the success of our students, faculty members are expected to advise students on what classes to take as well as some discussion of career choices, graduate school requirements, and so on.

Advisors should be aware of the fact that many of our majors are not psychology majors at all, but are registered as psychology majors because financial aid does not cover their major or any pre-major courses. For example, students hoping to get into Physical Therapy, Nursing, and Physician Assistant programs may major in psychology before they transfer to their desired programs. This poses an advisement problem for us, as we may not know the requirements of these other programs and cannot possibly be expected to know them. The students work on fulfilling their general education requirements as well as the expected pre-requisites for the courses they will take in their ultimate programs. These students should be identified and returned back to the Office for Advisement 1A-101 to get advisement and have their stops removed.

As time goes on, you may begin to see the same students for advisement. Tell the students you advise to keep a record of what you have discussed so that they can refer to it the next time they come for advisement. From semester to semester the time students need for advisement ebbs and flows. They often need a lot of time in the beginning, when they first declare the major and towards the end, when they are considering graduation and graduate school.

You may require from any student to bring in his/her (unofficial) transcript when they drop in for advisement, but admittedly most will not have these documents. You can access the transcript through SIMIS or the degree audit through the CUNY Portal, but sometimes it’s easier to just look at a hard-copy or for cases when the system is down. It also encourages the students to take responsibility for their own educational planning.

Students also get “Progress Reports” from the Registrar’s Office. This document lists clearly which requirements (Gen Ed and Major) are fulfilled, which are in progress, and which have to be taken. The degree audit through the CUNY Portal also provides this information, although it is not always entirely up to date. It is not the advisor’s responsibility to sort through a student’s transcript and figure out every detail, identify and match each and every course, try different combinations, etc. to figure out which Gen Ed requirement, for example, still has to be taken. We are to advise on specific questions, but we are not responsible for working out a schedule “that works for the student.”

The following sections identify typical issues that may arise during this discussion.

### 1. The Best Order to Take Classes

We are encouraging our PSY 100 students interested in studying psychology to take PSY 201 the following semester, if possible.

It makes good sense to encourage new majors to complete their General Education math requirements before moving on to 201 or 266. The prerequisites for Psychology 266 are PSY 201 and MTH 113 (Introduction to Probability and Statistics) or MTH 123 (College Algebra and Trigonometry)

After 201, they should take PSY 266. If they wait, it may delay their graduation since they need 201 and 266 to take any third year laboratory course. For example, here are a few sequences:

1. For PSY 330 *Experimental Psychology: Cognition and Perception*, (PSY 288 *Cognitive Psychology* is a prereq.). It is easy because it is offered every semester.
2. For PSY 333 *Experimental Psychology: Learning and Behavior*, students should take PSY 211, the second year behavior analysis course (not so easy because it is not offered every semester).
3. For PSY 334: *Experimental Psychology: Personality and Social*, students should take PSY 212 or 226.
4. For PSY 335: *Experimental Psychology: Child Development*, students should take PSY 242 *Developmental Psychology* prior to it. It is easy because it is offered every semester.

You should probably discourage concurrent taking of required classes (PSY 266 and a lab course simultaneously), but it is up to the lab instructor.

### 2. Their Gen. Ed. Requirements

Students are under the General Education requirements of the academic year in which they were admitted to CSI. The requirements for degrees varies somewhat. Some prefer not to advise on Gen. Ed., and simply send them to Advisement in 2A for more thorough advice.

It is better to get the General Education requirements out of the way before getting too deep into the major. Some psychology courses have more than one prerequisite that needs to be taken in order, but in general, a student can easily complete the requirements for their associates degree by the end of their third year, and have a good start on the major as well. In fact, some faculty advise students to apply to graduate with their associates degree by the end of their third year.

The advantage is that if they transfer to another college, they won't have to complete any additional general education courses at the new college.

*GEN ED AND THE MAJOR.* First, none of the courses they take for Gen. Ed. can be used for the major, but they may be used for the minor. This is important to remember when advising students about the social scientific analysis requirement. PSY 100 cannot count for fulfilling that requirement. They may have taken PSY 100 with the intention of fulfilling that requirement and then decide that they want to major in it. If that happens then they have to take an additional 100 and 200 level social science course.

PSY 100 used to be part of our major, but now is a prerequisite for the major.

*PLACEMENT TESTS VS. CPE.* All students are required to take a math placement and a reading and writing placement test before they register for the very first time at CSI. If they pass those tests then they can enter English 111 and they can take their 100 level Math class. If they have not passed their placement tests then they are required to take a remedial course like MTH 020 before MTH at the 100 level. PLACEMENT TESTS ARE NOT THE CPE, which is taken in the junior year.

Registration for the CPE can be done online (<http://www.csi.cuny.edu/cpe>). The Student Testing Office can be reached at (718) 982-2382.

*THE P&D (Pluralism and Diversity) REQUIREMENT.* The P & D requirement is listed as 0-4 credits, while it is true that 4 credits are required in this category, students may take a course that also satisfies their West and the World requirement, or their Social Scientific Analysis requirement that may also be listed as a P&D course. This means that in taking the ONE 4 credit course, that the student is fulfilling both requirements (commonly referred to as “double-dipping,” which is permissible for P&D but not for other requirements). Therefore, if a student takes a course, which fulfills two requirements, she/he does NOT have to take an additional 4 credits of a P&D course. This, however, does not diminish the total credit requirement for graduation of 120 credits. In effect, the student must “make up” these four credits with another “elective” course.

*THE LANGUAGE REQUIREMENT.* Students are required to take 12 credits of a language. This means that they have take a foreign language up to and including 213. Be sure to note to the student that American Sign Language (ASL) counts as a language. Given our minor in disabilities studies, and the benefit of obtaining a skill that can offer job opportunities, making this recommendation to students is often beneficial. The language requirement can be waived, if they speak another language and have taken a placement test. A student may take the placement test and need only 8 more credits or test at the 114 level and need only 4 credits. So, all combinations are possible. If students have any foreign language experience, they should be encouraged to take the proficiency exam administered by the Modern Languages Department in 2S-114. If they are exempt from the 12 credits of the foreign language because they have placed out of it, they still need to make up the 12 credits with electives in order to graduate with 120 credits.

*THE ASSOCIATES DEGREE.* If students transfer here with an A.A. degree they do not have to worry about the Gen Ed requirements for the A.A. or A.S. degree. And, obviously, once they have gotten the A.A. here, they have satisfied those requirements. This does NOT apply to the A.A.S. degree, which is considered to be a "terminal" degree. All students must have 60 credits to graduate.

When students complete their general ed requirements they can file to be granted an Associates Degree in Liberal Arts. We can encourage students to graduate with the Associates Degree, but discourage them if they plan to go on to graduate school.

Students who have not yet finished the A.A. degree (i.e., their general ed. requirements) should be discouraged from a preponderance of psychology courses too early and then being left with many Gen. Ed. requirements at the end. This happens when people are really gung ho about psychology and that's all they want to take. It also keeps them from finishing the A.A. in a timely fashion and getting those pesky Gen. Ed. requirements out of the way.

*PSYCHOLOGY GEN ED COURSES:* Here are the Psychology courses that meet various Gen Ed requirements.

#### *Social Scientific Analysis*

PSY 202 *Psychopathology*  
PSY 212 *Social Psychology*  
PSY 226 *Theories of Personality*  
PSY 242 *Developmental Psychology*  
PSY 288 *Cognitive Psychology*

#### *The Contemporary World*

PSY 213 *Cross-Cultural Psychology* (and P&D) (and has ENG151 as prerequisite now, not ENG11).

#### *P&D*

PSY 213 *Cross-Cultural Psychology*  
PSY 235 *Gender and Sexuality*  
PSY 268 *Psychology of Women*

*THE MATH REQUIREMENT:* Math 113 or 123 are appropriate for psychology majors. Either work as prerequisites for PSY 266.

### *3. BS Degree in Psychology*

## **General Education Requirements for the BS**

*ENG 111, ENG 151, COR 100, PED 190: 12 credits*

Whenever possible, these four courses should be completed within the first 36 credits.

*Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits*

Whenever possible, these courses should be completed within the first 60 credits.

- 1) Scientific Analysis: (11 credits)
  - a) Science and Technology: (8 credits)
  - b) Mathematics: (3 credits)
- 2) Social Scientific Analysis: (3-4 credits)
- 3) Contemporary World: (4 credits)
- 4) Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
  - a) Literature: 200-level
  - b) Arts and Communications: 100-level
  - c) Arts and Communications: 200-level
- 5) Pluralism and Diversity Requirement: (0-4 credits)

The

*Pre-Major Requirements*

*(7 credits)*

- |                                                   |           |
|---------------------------------------------------|-----------|
| A. PSY100 <i>Psychology</i>                       | 3 credits |
| B. MTH123 <i>College Algebra and Trigonometry</i> | 4 credits |

*Major Requirements*

*(42 credits)*

- |    |                                                      |           |
|----|------------------------------------------------------|-----------|
| A. | PSY 201 <i>Foundations of Psychological Research</i> | 4 credits |
|    | PSY 266 <i>Statistics in Psychology</i>              | 4 credits |
|    | PSY 352 <i>History and Systems of Psychology</i>     | 4 credits |

*B.*

PSY 242 <i>Developmental Psychology</i>	4 credits
and	

A course in Physiological Psychology	4 credits
--------------------------------------	-----------

PSY 232 *Physiological Psychology: Cognitive and Behavioral Neuroscience*

or

PSY 239 *Physiological Psychology: Motivated Behavior*

and

A course in Cognitive Psychology	4 credits
----------------------------------	-----------

PSY 288 *Cognitive Psychology*

or

PSY 385 *Psychology of Memory*

<i>C.</i> A psychology laboratory course:	6 credits
-------------------------------------------	-----------

PSY 330 *Experimental Psychology: Cognition and Perception*

or

PSY 333 *Experimental Psychology: Learning and Behavior*

or

PSY 334 *Experimental Psychology: Social and Personality*  
or  
PSY 335 *Experimental Psychology: Development*

C. Twelve additional credits in psychology at the 200-level or higher. These additional 12 credits must include at least four credits at the 300 or 400 level. Courses should be chosen in consultation with an advisor in accordance with student goals.

***For Pre-Medicine***

*Required mathematics and science courses* (36-39 credits):

MTH 230 <i>Calculus I with Pre-Calculus</i>	6 credits
MTH 229 <i>Calculus Computer Laboratory</i>	1 credit
or	
MTH 231 <i>Analytical Geometry and Calculus I</i>	3 credits
MTH 229 <i>Calculus Computer Laboratory</i>	1 credit
or	
MTH 235 <i>Accelerated Calculus I</i>	5 credits
MTH 229 <i>Calculus Computer Laboratory</i>	1 credit

BIO 170 <i>General Biology I</i>	3 credits
BIO 171 <i>General Biology I Laboratory</i>	1 credit
BIO 180 <i>General Biology II</i>	3 credits
BIO 181 <i>General Biology II Laboratory</i>	1 credit

PHY 116 <i>Physics I</i>	
PHY 156 <i>Physics II</i>	
or (with appropriate mathematics background)	
PHY 120 <i>General Physics I</i>	
PHY 121 <i>General Physics I Laboratory</i>	
PHY 160 <i>General Physics II</i>	
PHY 161 <i>General Physics II Laboratory</i>	8 credits

CHM 141 <i>General Chemistry I</i>	3 credits
CHM 121 <i>General Chemistry I Lab</i>	1 credit
CHM 142 <i>General Chemistry II</i>	3 credits
CHM 127 <i>General Chemistry II Lab</i>	1 credit
CHM 250 <i>Organic Chemistry I</i>	4 credits
CHM 256 <i>Organic Chemistry II</i>	4 credits

***For Pre-Physical Therapy***

*Required science courses* (28 credits):

BIO 150 <i>Human Anatomy and Physiology I</i>	4 credits
BIO 160 <i>Human Anatomy and Physiology II</i>	4 credits
BIO 170 <i>General Biology I</i>	3 credits
BIO 171 <i>General Biology I Laboratory</i>	1 credit

PHY 116 *Physics I*  
 PHY 156 *Physics II*  
 or (with appropriate mathematics background)  
 PHY 120 *General Physics I*  
 PHY 121 *General Physics I Laboratory*  
 PHY 160 *General Physics II*  
 PHY 161 *General Physics II Laboratory* 8 credits

CHM 141 *General Chemistry I* 3 credits  
 CHM 121 *General Chemistry I Lab* 1 credit  
 CHM 142 *General Chemistry II* 3 credits  
 CHM 127 *General Chemistry II Lab* 1 credit

*Additional recommended science courses (4 credits):*

BIO 180 *General Biology II* 3 credits  
 BIO 181 *General Biology II Laboratory* 1 credit

#### *4. Is The Student Transferring Credits?*

In order to receive a degree from any college, a student must complete at least 25% of credits toward the degree at the degree-granting institution. In our case, that means at least 30 credits at CSI. In addition, students must complete 50% of credits in their major at the degree-granting institution. Since our major currently requires 38 credits, that means students must take at least 19 credits in psychology at CSI. This applies no matter how many psychology credits may have been transferred from other institutions.

The Registrar's Office evaluates and awards most transfer credits. Sometimes they will send a transcript to the department chair for evaluation when they are in doubt. However, they also frequently transfer "blanket" credits in a discipline when the CSI course equivalent is not obvious. Such blanket credits are typically treated as electives and not applied to the major. Transfer students with such blanket psychology credits should be encouraged to make an appointment with the department chair to see whether some of those credits might indeed be applied toward the major. They should bring their transcript and a copy of the course description from the college where they took the course. In all cases transferred courses (and permit courses) are awarded only the number of credits assigned by the college where they took the course, even if that is less than the CSI equivalent. On rare occasions the credits transferred could even be LESS than that at the home college, but never more.

Because of our 4-credit structure, transfer students are often a credit or more short in a given category. The department chair typically waives that strict distribution of credits in each category in such cases, but, the student is still expected to attain the total of at least 38 psychology credits (19 at CSI). In most cases, if a student is only one credit short of 38, that, too



will be waived. Rarely is more than a one-credit shortfall waived. Again, such waivers in no way decrease the total of 120 credits needed to graduate.

When a student transfers within CSI from a B.S. program to a B.A. program, they are obligated to fulfill the general education requirements of the more stringent degree, which is the B.A. Specifically, that means that they usually need one more course in Social Scientific Analysis, one more in Textual, Aesthetic, & Linguistic Analysis, AND they must fulfill the foreign language requirement. Moreover, the number of required liberal arts credits increases from 60 (for the B.S.) to 90 (for the B.A.). This often results in the students having to go over 120 credits, depending on when they make the change in degree program.

If a student, who has graduated with a baccalaureate degree, wants a second degree, she/he must complete a minimum of 30 more credits at CSI even if she/he already has most of the credits toward the second major. Almost all of this is in the little-read college catalog.

### 5. How Are They Doing on the Major?

---

Students are under the requirements of the psychology major in the academic year in which they declare the major. So, the requirements listed in the catalog for whatever year they declare the major would be in effect. Old catalogs are available online at <http://www.csi.cuny.edu/catalog/index.html>. They might have considered themselves a psychology major from day one but unless they DECLARED it, they are out of luck if some new requirement was added since they came here.

We have new requirements for the major as of Fall 2006. Students who declared their major before Fall 2006 have a choice to go by the old or new major requirements. Students who declared psych as a major in Fall 2006 or later have to go by the new requirements.

Students are required to take PSY 100 as a pre-major. It does not count toward the major.

The major is 38 credits total.

PSY 201

PSY 266

PSY 352

One Lab Course: 330, 333, 334, 335

20 additional credits in Psychology at the 200-level or higher. At least 4 credits must be at the 300 or 400 level.

The one course at the 300 or 400 level is *in addition* to the lab course and PSY 352. 500 level courses (591-4 or 598) are not considered upper year courses--they count only as 200 level course. It is possible to get a "waiver" from the department chair to have PSY 594 counts as a 300 or 400 course or as equivalent to PSY 598. This has to be approved at the time when the

student is filling out the PSY 594 forms and should be noted in the original application for Independent Study.

The new requirements for a minor in psychology are:

PSY 100

Four additional courses in psychology, one of which must be a 300 or 400 level course.

### *6. A Guide to Planning 20 Credits of Psychology Electives*

The following is available on our web page.

**Overview:** Since the psychology major now allows students a degree of flexibility with planning 20 credits of psychology electives at the 200 level or above, what follows are suggested courses that fit into particular themes related to several branches of psychology. These groupings of courses are to be used as a guide to assist you in choosing courses that are related to each other. It should be noted here that the courses listed may not be offered on a regular basis, so it is important that you seek advisement in planning your courses. It benefits **ALL** psychology majors to take courses across these groupings. However, if you are interested in pursuing a graduate degree in a particular area, be sure that you are taking courses related to that area. In addition to these electives, it is recommended that students participate in independent study research with a faculty member doing research in their area of interest (if applicable). Internships may also be available for students to gain valuable field experience in their area of interest. Please consult with a psychology advisor, in your area of interest, who will discuss your options with you.

**A word about choosing your experimental course:** All students are required to take a lab course in order to fulfill their psychology major requirements. The psychology department offers four different labs that present different perspectives on how psychologists do research within the field of psychology. Most of these labs fit with the course themes related below and most have pre-requisites that fall under those groupings of courses. The only lab that does not have a pre-requisite other than PSY 266 is PSY 333 – Experimental Psychology: Learning and Behavior. So if you begin to take electives within a particular area, you may also then plan to take the lab course related to that area. Be careful in your planning however, since all the labs are not offered every semester. Please consult with a psychology advisor as to which lab class is right for you.

### **Courses Related to Social Psychology:**

**Social/Cross-cultural Psychology:** These courses are for students who are interested in a career that combines an understanding of psychological concepts within a global context. Possible careers include International Education (assisting international students and US students studying abroad), entry-level positions with multinational corporations, intercultural training, working with immigrants and immigrant services, multicultural counseling.

<b>Course #</b>	<b>Course Name</b>
<b>PSY212</b>	<b>Social Psychology (pre-req for PSY334 lab)</b>

<b>PSY213</b>	<b>Cross-cultural Psychology</b>
<b>PSY223</b>	<b>Health Psychology</b>
<b>PSY350</b>	<b>Prejudice and Social Identity</b>
<b>PSY5xx</b>	<b>Psychology and Chinese Culture</b>

This can be combined with the Certificate in Modern China Studies with the minor in International Studies

*Other college courses of relevance:*

- SOC340 *Ethnicity and Immigration*
- ANT201 *Cultural Anthropology*
- ANT460 *Personality and Culture*
- BUS200 *Introduction to International Business*

*Applied Social Psychology – Industrial/Organizational:* “Industrial and Organizational (I/O) Psychology is a general practice specialty of professional psychology with a focus on scientifically-based solutions to human problems in work and other organizational settings. In these is contexts, I/O psychologists assess and enhance the effectiveness of individuals, groups, and organizations” (From: <http://www.apa.org/crsppp/io.html>, accessed: 10/5/07)

<b>Course #</b>	<b>Course Name</b>
<b>PSY212</b>	<b>Social Psychology (pre-req for PSY334 lab)</b>
<b>PSY214</b>	<b>Psychology of Advertising</b>
<b>PSY223</b>	<b>Cross-cultural Psychology</b>
<b>PSY322</b>	<b>Industrial Psychology</b>
<b>PSY350</b>	<b>Prejudice &amp; Social Identity</b>
<b>PSY416</b>	<b>Group Dynamics</b>

*Applied Social Psychology – Social Justice/Community/Forensic Psychology*

“Community Psychology is about understanding people within their social worlds and using this understanding to improve people's well-being (Orford, 1992). Researchers systematically examine the ways individuals interact with other individuals, social groups, clubs, churches, schools, families, neighborhoods, and the larger culture and environment. It is an applied discipline where researchers examine various social issues including poverty, substance abuse, school failure, community development, risk and protective factors, empowerment, diversity, prevention, intervention, delinquency, high risk behaviors, aggression, violence, and many other topics” (From: <http://www.communitypsychology.net/cmmtypsych.shtml> , accessed: 10/5/07).

“Forensic psychology deals with the intersection of psychology and the legal process. Forensic psychologists can be employed in a variety of settings including jails, prisons, state hospitals, federal and local law enforcement agencies, community mental health centers, juvenile detention facilities, private practice, or colleges and universities” (From: [http://www.psichi.org/pubs/articles/article\\_58.asp](http://www.psichi.org/pubs/articles/article_58.asp), accessed: 10/5/07).

<b>Course #</b>	<b>Course Name</b>
<b>PSY212</b>	<b>Social Psychology (pre-req for PSY334 lab)</b>

<b>PSY290</b>	<b>Death &amp; Dying</b>
<b>PSY340</b>	<b>Mentoring &amp; Adolescent Development</b>
<b>PSY350</b>	<b>Prejudice &amp; Social Identity</b>
<b>PSY416</b>	<b>Group Dynamics</b>

*Other suggested courses:*

- SOC 212 *Criminology*
- SOC 240 *Minority Groups*
- SOC 260 *Class Status & Power*

### *Psychology of Gender & Sexuality*

This group of courses deals with important topics related to sexual relationships and sexual health as well as the construction and performance of gender. The essential elements of a feminist approach to the study of psychology and sexuality are the beliefs that men and women are equally competent and worthy of respect, and that 'sexism' or 'patriarchy' exists in our culture, such that women, and things understood to be 'feminine', are generally undervalued in this culture. In these classes, we are committed to learning more about sexism and how it affects people of all ethnicities, sexualities, and varieties of gender expression. We are interested in learning how we can work against sexism and sex-negative attitudes as psychologists as well as incorporate the intricate intersections of race, class and sexuality that have been systematically ignored or stigmatized by psychology.

<b>Course #</b>	<b>Course Name</b>
<b>PSY235/WMS 235</b>	<b>Gender &amp; Sexuality</b>
<b>PSY268/WMS 268</b>	<b>Psychology of Women</b>
<b>PSY355</b>	<b>Contemporary Issues in Human Sexuality</b>
<b>PSY350</b>	<b>Prejudice &amp; Social Identity</b>

Can be combined with major/minor in Women's Studies

*Other courses of relevance (leads to Minor in Women's Studies):*

- WMS 100 (HST182): *Women's History & Feminist Theory* (3)
- WMS 202 (SOC 202): *Gender, Race, Ethnicity & Class* (4)
- WMS 222 (ENH 222): *Women & Literature* (4)
- WMS 238 (SOC 238): *Sociology of Men* (4)
- WMS 330 (SOC 330): *Women and Work* (4)

### *Courses Related to Development:*

*Developmental Disabilities and Applied Behavioral Analysis (ABA):* This group of courses is for students who are interested in a career that involves working with people with developmental disabilities. This cluster has a unique focus on a particular therapeutic intervention that is used with people with autism: Applied Behavioral Analysis. *It is strongly suggested that students interested in ABA take PSY 333 to fulfill their lab requirement.* This in combination with a Disabilities Studies Minor could prepare our students for future certification

in these fields. These certifications are more and more required for jobs at group homes and schools. More information: [http://www.bacb.com/becom\\_frame.html](http://www.bacb.com/becom_frame.html)

<b>Course #</b>	<b>Course Name</b>
<b>PSY211</b>	<b>Methods of ABA</b>
<b>PSY220</b>	<b>Motivation</b>
<b>PSY232</b>	<b>Physiological Psychology</b>
<b>PSY239</b>	<b>Physio &amp; Motivated Behavior</b>
<b>PSY242</b>	<b>Developmental Psychology</b>
<b>PSY332</b>	<b>Psychological Tests and Measurement</b>
<b>PSY464</b>	<b>Applied Behavior Analysis</b>
<b>PSY594</b>	<b>Field Work @Eden II</b>

In addition to the courses listed above, for a Disabilities Studies Minor students are required to take:

- SWK 107 *Introduction to Developmental Disabilities* (3 credits)
- SOC 350 *Psychosocial Aspects of Disabilities* (4 credits)

One additional course chosen from the following:

- ASL 113 *American Sign Language* (15 credits)
- EDP 220 *Special Education Needs of the Developmentally Disabled* (4 credits)
- EDP 310 *Survey of Exceptional Children I* (4 credits)
- EDP 311 *Survey of Exceptional Children II* (4 credits)
- NRS 230 *Health in Persons with Developmental Disabilities* (4 credits)
- SWK 440 *Internship in Developmental Disabilities* (4 credits)

*Child Psychopathology*: “Like adults, children and adolescents can have mental health disorders that interfere with the way they think, feel, and act. When untreated, mental health disorders can lead to school failure, family conflicts, drug abuse, violence, and even suicide” (From: <http://mentalhealth.samhsa.gov/publications/allpubs/Ca-0004/default.asp>, accessed: 10/5/07). This group of courses provides an introduction to the treatment of mental health disorders in children and adolescents.

<b>Course #</b>	<b>Course Name</b>
<b>PSY202</b>	<b>Psychopathology</b>
<b>PSY242</b>	<b>Developmental Psychology (pre-req for PSY335 lab)</b>
<b>PSY203</b>	<b>Child Psychopathology</b>
<b>PSY302</b>	<b>Advanced Psychopathology</b>
<b>PSY332</b>	<b>Psychological Tests and Measurement</b>
<b>PSY362</b>	<b>Approaches to Psychotherapy</b>
<b>PSY480</b>	<b>Advanced Learning &amp; Behavior</b>

*Child Development*: The field of child development is devoted to the understanding of stability and change in humans, from conception to adolescence. Domains of development

include physical (changes in the body, brain and in perceptual and motor skill), cognitive (changes in thought processes, knowledge, language and memory), and emotional and social (changes in interpersonal relationships, understanding of feelings, self-understanding, and moral reasoning).

<b>Course #</b>	<b>Course Name</b>
<b>PSY242</b>	<b>Developmental Psychology (pre-req for PSY335 lab)</b>
<b>PSY203</b>	<b>Child Psychopathology</b>
<b>PSY340</b>	<b>Mentoring and Adolescent Development</b>
<b>PSY342</b>	<b>Seminar in Child Language Development</b>
<b>PSY343</b>	<b>Infancy</b>
<b>PSY345</b>	<b>Motor Development Course</b>

### *Child Language Development*

<b>Course #</b>	<b>Course Name</b>
<b>PSY242</b>	<b>Developmental Psychology (pre-req for PSY335 lab)</b>
<b>PSY288</b>	<b>Cognitive Psychology (pre-req for PSY330 lab)</b>
<b>PSY342</b>	<b>Seminar in Child Language Development</b>
<b>ENL 422</b>	<b>Introduction to Linguistics</b>

### *Courses Related to Health /Clinical Psychology:*

*Public Health/Health Psychology:* “Health Psychology seeks to advance contributions of psychology to the understanding of health and illness through basic and clinical research, education, and service activities and encourages the integration of biomedical information about health and illness with current psychological knowledge” (From: <http://www.apa.org/about/division/div38.html> , accessed 10/5/07).

<b>Course #</b>	<b>Course Name</b>
<b>PSY202</b>	<b>Psychopathology</b>
<b>PSY213</b>	<b>Cross-Cultural Psychology</b>
<b>PSY216</b>	<b>Drugs and Behavior</b>
<b>PSY223</b>	<b>Health Psychology</b>
<b>PSY232</b>	<b>Physiological Psychology (pre-req for PSY330 lab)</b>
<b>PSY332</b>	<b>Tests and Measurements</b>

*Clinical/Counseling Psychology:* “The field of Clinical Psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development. Clinical Psychology focuses on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human functioning across the life span, in varying cultures, and at all socioeconomic levels. Clinical Psychologists’ work can range from prevention and early intervention of minor problems of adjustment to dealing with the adjustment and maladjustment of individuals whose disturbance requires them to be institutionalized. Practitioners of Clinical Psychology work directly with individuals at all developmental levels (infants to older adults), as well as groups (families, patients of similar psychopathology, and organizations), using a wide

range of assessment and intervention methods to promote mental health and to alleviate discomfort and maladjustment” (From: <http://www.apa.org/divisions/div12/aboutcp.html>, accessed 10/5/07).

<b>Course #</b>	<b>Course Name</b>
<b>PSY202</b>	<b>Psychopathology</b>
<b>PSY226</b>	<b>Theories of Personality (pre-req for PSY334 lab)</b>
<b>PSY242</b>	<b>Developmental Psychology (pre-req for PSY335 lab)</b>
<b>PSY340</b>	<b>Mentoring and Adolescent Development</b>
<b>PSY362</b>	<b>Approaches to Psychotherapy</b>
<b>PSY332</b>	<b>Tests and Measurements</b>
<b>PSY368</b>	<b>Counseling Psychology</b>
<b>PSY416</b>	<b>Group Dynamics</b>

### *Courses Related to Cognitive Psychology, Neuroscience & Neuropsychology:*

*Experimental Cognitive Neuroscience:* Cognitive Neuroscience is the study of “how the human brain supports thought, perception, affect, action, social processes, and other aspects of cognition and behavior. Topics may bear on core functions such as sensory, learning, language, reasoning, emotion, and executive processes, or more specialized processes such as empathy, creativity, representation of self and other, music, or intentionality, among many other possibilities. Topics may also include how such processes develop and change in the brain” (From: [http://www.decadeofbehavior.org/fundsource/fdn\\_page.cfm?FdnNum=167&Start=1](http://www.decadeofbehavior.org/fundsource/fdn_page.cfm?FdnNum=167&Start=1) accessed 10/5/07).

### *Experimental/Cognition:*

<b>Course #</b>	<b>Course Name</b>
<b>PSY288</b>	<b>Cognitive Psychology (pre-req for PSY330 lab)</b>
<b>PSY239</b>	<b>Physiological Psychology: Motivated Behavior</b>
<b>PSY216</b>	<b>Drugs and Behavior</b>
<b>PSY332</b>	<b>Tests and Measurements</b>
<b>PSY342</b>	<b>Seminar in Child Language Development</b>
<b>PSY385</b>	<b>Psychology of Memory</b>

### *Experimental/Neuroscience:*

<b>Course #</b>	<b>Course Name</b>
<b>PSY288</b>	<b>Cognitive Psychology (pre-req for PSY330 lab)</b>
<b>PSY232</b>	<b>Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)</b>
<b>PSY216</b>	<b>Drugs and Behavior</b>
<b>PSY332</b>	<b>Tests and Measurements</b>
<b>PSY342</b>	<b>Seminar in Child Language Development</b>
<b>PSY385</b>	<b>Psychology of Memory</b>



*Clinical Neuropsychology:* Clinical Neuropsychology focuses on “the study of the relationships between the brain and human behavior. (It) promotes interdisciplinary interaction among various interest areas including physiological cognitive, developmental, clinical rehabilitation, school, forensic, and health psychology” (From: <http://www.apa.org/about/division/div40.html>, accessed 10/5/07).

<b>Course #</b>	<b>Course Name</b>
<b>PSY288</b>	<b>Cognitive Psychology (pre-req for PSY330 lab)</b>
<b>PSY232</b>	<b>Physiological Psychology: Cognitive and Behavioral Neuroscience (pre-req for PSY330 lab)</b>
<b>PSY202</b>	<b>Psychopathology</b>
<b>PSY332</b>	<b>Tests and Measurements</b>
<b>PSY302</b>	<b>Advanced Psychopathology</b>
<b>PSY385</b>	<b>Psychology of Memory</b>

### *7. You'll Need to Know SIMIS*

To get an account:

Fill out a blank “Student Information System Access Application” which you can get from Ruth or can get a faxed copy from Lorraine Preister X2210. Follow the instructions and then have the Chairperson sign it. Mail it to OIT 2A-303.

To get access to a student’s records:

Sign on  
SIQ enter  
SRI enter  
Put in either SS# or Last name, First name

To remove a Stop:

Sign on  
SUS enter  
tab 2 times until you get to where it says clear  
put in a Y and press enter

It should say on the bottom of the screen: “REQUESTED ACTION PERFORMED”.

Make sure you sign out each student you after you have gotten the information you need, by pressing F12 and the F1. The reason for this is that if you do not sign a student out the next person cannot look the student up.



A PSY stop will display as CODE 30, if you see anything else like, AA, BUS, LIB, CLU, THESE ARE STOPS WE CANNOT REMOVE. AA is academic advisement, BUS is bursar, LIB is Library, and CLU is Clue; you can direct the students to go to those offices to have those removed.

### *8. Expectations for Independent Studies, Internships, and Honors Theses*

***INDEPENDENT STUDIES:*** An Independent Study course provides students with an opportunity to participate in a faculty-directed research program or to pursue an independent project. Prior to registration, students must consult with a faculty member to develop a list of research duties and responsibilities and the number of hours/week that the student will spend on the project. The expectation is 3 hours per week per credit. So, for PSY594 is 4 credits, for 12 hours/week across 15 weeks. Faculty receive .2 released time credits for each 3 or 4 credit independent study they supervise. Prior to registration for the course, the student must complete an IS form in which the duties, time frame, and output is specified. The department chair must approve this form in order for the student to register for the independent study.

For PSY 594 there are no formal “class meetings” because each faculty member may only have one or two interns. “Lab meetings” of independent studies students (to discuss on-going research) are common in most labs and are scheduled at times when there is overlap in schedule for the participating independent studies students.

Please note: There is a maximum to the number of credits a student can take as IS or internship/fieldwork or honors. They are only allowed to take 15 credits total for all these courses. They are allowed a maximum of 4 independent study credits a semester.

***INTERNSHIPS:*** The PSY 598 Psychology Internship requires two papers, reading related to the field assignment, an evaluation from a field supervisor, good attendance and 80-85 hours of fieldwork. Rima helps students find placements. The class requires permission of the instructor. The students are interviewed by staff at the placement setting; they make the final decision as to whether a student is right for that placement. Students often interview at several placements; if they have multiple offers they choose the one that would further their future educational and career plans.

The PSY 594 form also includes “Independent Studies/Field Work/Internship.” In other words, a student can sign up for PSY 594 and count it as an internship. Again, in order for PSY 594 to count as an upper year course, it has to be approved (see above).

***HONORS THESIS:*** The old policy was as follows: “To complete an honors thesis, the current procedure is to register the student for a one semester 4 credit Independent Study (PSY 594) with a significant paper (“thesis”) requirement. The Department Chair should be informed, and they

then submit the final request. As part of this requirement, we have been informally requesting that the students presents a poster at the CSI Undergraduate Research Conference in April.”

The new policy is: “To graduate with Honors in Psychology, students must have and maintain a 3.5 grade point average in their psychology courses. They must also complete an honors thesis under the supervision of a psychology faculty member. Typically, these are research projects that span more than one semester of work. These are graded by the supervisor (pass/fail) based on the feedback received by two other faculty readers. The department as a whole votes to confer honors on students at the April department meeting. It is expected that theses will be presented at a suitable research conference or the annual CSI undergraduate Research Conference. To meet these deadlines, the final thesis must be completed by April 1 for June or August graduation, and November 1 for January Graduation.”

The policy is based on a few premises. One, that the student is at least a junior, but ideally a senior. Entry into honors should not happen early in a student’s career but in the last two terms of their degree. Thus, a student who has A grades in 3 psychology courses should not be admitted into honors, even though they meet all the requirements above. Even more basically, students should be graduating psychology majors; a student cannot obviously graduate with honors in psychology if they have not completed the requirements for our bachelors program.

Here’s a handy tip: if you need to calculate a students’ GPA, go to the handy GPA calculator at: <http://www.csi.cuny.edu/gpacalculator/>

### *9. DegreeAudit through the CUNY Portal*

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Another way to assess a student’s progress through their degree requirements is to have them conduct a degree audit using the DegreeAudit feature. To do this, they have to register at the CUNY Portal. Go to [www.cuny.edu](http://www.cuny.edu) and look for the “Portal Log In” button. Follow the instructions. BMCC has written up a couple instruction sheets.

[www.bmcc.cuny.edu/transfercntr/PortalInstructions.pdf](http://www.bmcc.cuny.edu/transfercntr/PortalInstructions.pdf)

[www.bmcc.cuny.edu/degreeworks/degreeworks.pdf](http://www.bmcc.cuny.edu/degreeworks/degreeworks.pdf)

Of course, you need to guide the student through their own log in procedures. If you wish to log in yourself, you won’t see the features students see, such as the DegreeAudit software.

As of Fall 2009, there is a bug in the DegreeAudit program. Since some of our psychology courses satisfy Gen Ed requirements, the program will apply those courses to Gen Ed and then not count them towards the major, so that when you scroll down to the major requirements, the student's record will look like they are missing requirements. While it is true that students cannot

“double dip,” there is no “protection” within the program to ensure that if they have completed other courses (to avoid the double dip) that meet the requirement for Gen Ed that their psych courses will be preserved for the major.

Here’s an example: In the Social Scientific Analysis section students have to take one course at the 100-level and one at the 200-level. So a hypothetical student might take PSY 100 (which will now fulfill that requirement and does not count to the major since it is a pre-major requirement) and then also take SOC 212 (Criminology) to satisfy the 200-level course requirement. To fulfill the major requirements, this student might also take PSY 242 (Developmental). When looking at DegreeAudit during advisement, it may list that the student has satisfied the Social Scientific Analysis requirement by taking PSY 100 and PSY 242; it will then list SOC 212 in electives and PSY 242 WILL NOT SHOW UP as satisfying the 20 elective credits in the Psychology B.A. requirements section.

This is a problem with ALL of the Gen Ed. requirements that are also satisfied by psychology courses.

### *10. Students Want to Take Courses at Other Colleges*

Students may take courses at other colleges. This happens most often when students are close to graduation and need certain courses, which are not offered or do not fit their schedule, they may apply for permission to take the course elsewhere. This could also apply in cases where we do not offer a specific course at all. For courses at CUNY colleges, this is done online through the e-permit mechanism. Remember the 25% rule though, that is, the course that is taken somewhere else does not count towards the 25% of the courses that have to be taken at CSI in order to get the degree from CSI. The instructions and forms to apply for permission to take a course elsewhere can be found here: [http://portal.cuny.edu/cms/id/cuny/documents/level\\_3\\_page/001144.htm](http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001144.htm)

For other colleges, the application must be made directly to the department chair using forms available in our office or downloadable at the online site above. In that case, the student should provide the course description at the other institution. Generally, we do not like to allow students to take our core requirements elsewhere; but we have established equivalencies for some courses within the CUNY system. Advisors or students can check what courses will transfer from college to college within CUNY by using the TIPPS system. This can be found on the CUNY website at: <http://tipps.cuny.edu/>

Students can also check the schedule of all course offerings within the entire CUNY system for every semester online at: <http://student.cuny.edu/cgi-bin/SectionMeeting/SectMeetColleges.pl>

The CUNY class schedule is often more useful than our own on the CSI website because it lists instructors as well as everything else. It also identifies the number of seats filled and the class capacity, so you can see how many seats are still available. Our own site only says open or

closed. Of course, the CUNY site may be a bit delayed in updating, since it depends on the local college input.

### *11. What's a WU?*

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Advise first year students about the rules/deadlines in the event that they must withdraw from a class. A WU grade is something they don't want.

One WU is OK, and usually gets converted to a W after an appeal. Many WUs are not OK. We understand that there could be extraordinary circumstances that cause a student to drop out without consultation. However, a pattern of extraordinary circumstances is suspicious. Students will often expect that they'll get the WU converted into a W. The instructor has to sign for it!

### *12. Grade Changes?*

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A grade cannot be changed once the degree is awarded. There seems to be no way to change the grade because everything is finalized when the degree is awarded.

Grade changes are usually accepted if the instructor made a "clerical error" (e.g., miscalculated the grade somehow). There is SOME leeway in how you use this, but be very careful. Soon you'll have crowds of students in front of your office who all want their Fs changed into Ds and Ds into Cs etc.

### *13. Incompletes?*

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Sometimes students do very poorly throughout the semester and then ask for an INC. They can have it, of course, if you let them. But point out that they will be pre-graded on whatever they produced during the semester, and they only have an opportunity to complete what they have not done so far (most likely the final or the term paper). So the grade for the postponed assignments, once they complete them later, should get figured into the pre-existing grades that were assigned during the semester while the student was still in class. The purpose of INC is to allow students who have to drop out because of an emergency to postpone completion of the course. It is not the purpose to assign INCs like a "probation" grade. If things don't work out, the INC should not mean that the student starts out with a clean slate in terms of grades. (If this was how INCs work, then basically the WU and W policies would be obsolete and we'd undermine again our own standards.) For INC, the work has to be completed within the subsequent semester. If not, the INC defaults into an FIN, which then after another semester defaults into an F.

### *14. Miscellany*

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1. For students going to graduate school, consider Lorie's hand-out for the "Careers in Psychology" event.

2. Referrals can be made to:
  - a. Academic Advisement: 1A-101, 982-2280.
  - b. Writing Center: 2S-216, 982-3635.
  - c. Counseling Center: 1A-109, 982-2391, counseling@postbox.csi.cuny.edu
  - d. The Children's Center: 2R-104, 982-3190.
3. Information about the college's policy on cheating, academic dishonesty, and forms to report academic dishonesty are available at:
4. [http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)
5. Other information about faculty concerns are available in the "Faculty Handbook" available at:
6. [http://www.csi.cuny.edu/facultystaff/faculty\\_handbook.pdf](http://www.csi.cuny.edu/facultystaff/faculty_handbook.pdf)