

APP  
12/5/14

University Studies Cluster 5A: Capstone Study  
Psychology Department Proposal

Prepared by Psychology Department Undergraduate Affairs Committee: Trina Kershaw, Robin Locke Arkerson, Judy Sims-Knight, Brian Ayotte, Patrice Hartnett, Jennifer Fugate, and Joshua Masse

Psychology Depth course instructors: Robin Locke Arkerson, Brian Ayotte, Trina Kershaw, Aminda O'Hare, Teal Pedlow, Andrew Revell, Elizabeth Richardson, and Judy Sims-Knight

University Studies Course Rationale Statement

Psychology majors must complete one Depth course to satisfy Psychology Department curriculum requirements. The Psychology Department proposes that our Depth courses fit the requirements for US Cluster 5A: Capstone Study. This series of courses gives students the opportunity to integrate learning across the Psychology curriculum within the in-depth study of a particular area of Psychology.

Psychology Department depth courses include the following:

- PSY 423: Health Psychology
- PSY 430: Young Adult Health Risk Behaviors
- PSY 442: Affective Neuroscience
- PSY 450: Evolutionary Psychology
- PSY 460: Psychology of Individual Differences
- PSY 470: Women's Health
- PSY 475: Cognitive Health and Changes with Age
- PSY 478: Emotion

The requirements for US Cluster 5A: Capstone are listed below with a description of how these requirements are met by the Depth courses.

Upon completion of the capstone study, students will be able to:

*1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).*

All Depth courses require the completion of an open-ended research project that draws upon knowledge and skills students have learned within the major Psychology courses, such as connection of psychological concepts to everyday problems, critical analysis of psychological research studies, and production of discipline-specific writing (APA style research reports and review papers).

*2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.*

The broader US curriculum contains two required Psychology courses that all Psychology majors must complete prior to the Depth course/Capstone: PSY 101: General Psychology (Cluster 4A) and PSY 39x: Research Methods (Cluster 1C). The proposed Depth/Capstone courses build on the foundations learned in Clusters 4A and 1C by requiring students to analyze, summarize, and synthesize discipline-specific work. The Depth/Capstone courses are seminars in which students often lead course discussions about advanced readings, including empirical research articles,

review articles, and chapters in edited books. Students must be able to comprehend, summarize, and analyze these readings in order to communicate information about them to their classmates. They must also be able to synthesize these readings in order to produce discipline-specific writing, such as the literature reviews required in most of the depth courses.

Outside of the US studies that include courses within the Psychology major, the Depth/Capstone courses also draw on other issues within the broader US curriculum. For example, PSY 423 (Health Psychology), PSY 430 (Young Adult Health Risk Behaviors), PSY 470 (Women's Health), and PSY 475 (Cognitive Health and Changes with Age) draw on skills learned in Cluster 2B: Science in the Engaged Community. In each of these courses, students must apply scientific theories and knowledge to real-world health problems, such as alcohol and drug abuse, eating disorders, sexual health, and dementia.

To assess this requirement, students will be asked to reflect on their experiences within the US curriculum in their selection of a topic for their capstone project. See sample assignments section.

*3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.*

Students in Depth/Capstone courses must complete a research project over the course of the semester. The completion of this project often takes the form of a literature review, which requires students to use advanced information literacy skills. They must select appropriate literature (empirical journal articles, review articles, chapters in edited books, etc.) for the project, critically evaluate it, and integrate the information. For example, in PSY 416 (Psychopathology), PSY 423 (Health Psychology), PSY 430 (Young Adult Health Risk Behaviors), PSY 442 (Affective Neuroscience), PSY 460 (Psychology of Individual Differences), PSY 470 (Women's Health), PSY 475 (Cognitive Health and Changes with Age), and PSY 478 (Emotion), students complete literature reviews on a topic of their choosing related to the focus of the Depth course. In PSY 450 (Evolutionary Psychology), students complete a multi-step process that integrates course readings with readings of their choosing to evaluate the current state of research in evolutionary psychology, and make suggestions for how to improve the field. PSY 430 (Young Adult Health Risk Behaviors) and PSY 460 (Psychology of Individual Differences) allow students to modify their literature reviews with empirical data, and PSY 430 also allows students to modify their literature reviews with a service learning project.

*4. Communicate effectively, both orally and in writing, the results of the project or experience.*

As explained above, the Depth/Capstone courses require students to communicate the results of the project in writing. These courses also require students to communicate the results of their research projects orally. All Depth courses were previously approved to count for 1/2 the Area O requirement under the General Education requirements, and thus all include an oral component. Students in each depth course must complete an oral presentation based on their semester projects.

## Master Syllabus

### Courses: Psychology Depth Courses

### Cluster Requirement: 5A Capstone

**Course Overview:** This series of courses provides students with the opportunity to cover a particular topic in psychology in depth. Students typically take these courses at the end of the curricular sequence, as a Research Methods course is a prerequisite. Depth courses are taught as seminars, and therefore require a high level of class participation and critical thinking. In many cases, the instructor serves more as a course facilitator than a lecturer. Students must take one of these courses to fulfill the Depth requirement within the Psychology curriculum and the Cluster 5A: Capstone requirement within University Studies.

#### Learning Outcomes:

##### Course-Specific Learning Outcomes:

- Define, apply, and critically evaluate key concepts from the particular Depth course
- Summarize, analyze, evaluate, and synthesize primary source readings (empirical journal articles, review articles, chapters in edited books, etc.) from the area of Psychology for the particular Depth course.
- Lead and participate in class discussions about primary source readings.
- Produce discipline-specific writing, such as literature reviews, research proposals, empirically-based intervention plans, and service learning project reports, using APA style conventions.
- Present, in a visual or oral format, conclusions from discipline-specific writing.

##### University Studies Learning Outcomes:

- Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience.

- Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
- Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
- Communicate effectively, both orally and in writing, the results of the project or experience.

### Examples of Texts and/or Assigned Readings:

#### PSY 423: Health Psychology

Brannon, L., & Feist, J. (2009). *Health Psychology: An Introduction to Behavior and Health* (7th edition). Cengage Learning.

Charles, S. T. (2009). *Current Directions in Adulthood and Aging*. Boston, MA: Pearson.

Leuchovius, D. (2004). *ADA Q&A: The ADA, Section 504 & post-secondary education*. Minneapolis, MN: The PACER center.

Straub, R.O. (2014). *Health psychology: A biopsychosocial approach* (4<sup>th</sup> ed.). New York: Worth Publishers.

#### PSY 430: Young Adult Health Risk Behaviors

Jensen, J.A. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press.

Nichter, M., Nichter, M., Lloyd-Richardson, E.E., Flaherty, B., Carkoglu, A., & Taylor, N. (2006). Gendered dimensions of smoking among college students. *Journal of Adolescent Research, 21*, 215-243.

Osgood, D.W., Foster, E.M., & Courtney, M.E. (2010). Vulnerable populations and transition to adulthood. *The Future of Children, 20*, 209-229.

Sassler, S., Ciambone, D., Benway, G. (2008). Are they really mama's boys/daddy's girls? The negotiation of adulthood upon returning to the parental home. *Sociological Forum, 23*, 670-698.

#### PSY 442: Affective Neuroscience

Dalgleish, T., Barnaby, D.D., & Mobbs, D. (2009). Affective neuroscience: Past, present, and future. *Emotion Review, 14*, 355-368.

Davidson, R. (2003). Seven sins in the study of emotion: Correctives from affective neuroscience. *Brain and Cognition*, 52, 129-132.

Phan, K.L., Wagner, T., Taylor, S.F., & Liberzon, I. (2002). Functional neuroanatomy of emotion: A meta-analysis of emotion activation studies in PET and fMRI. *NeuroImage*, 16, 331-348.

Zaki, J., & Ochsner, K.N. (2012). The neuroscience of empathy: Progress, pitfalls, and promise. *Nature Neuroscience*, 15, 675-680.

#### PSY 450: Evolutionary Psychology

Ray, W. J. (2013). *Evolutionary psychology: Neuroscience perspectives concerning human behavior and experience*. Thousand Oaks, CA: Sage.

Bressan, P., Colarelli, S. M., & Cavalieri, M. B. (2009) Biologically costly altruism depends on emotional closeness among step but not half or full sibling. *Evolutionary Psychology*, 7, 118-132.

Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children, *Science*, 297, 851-854.

Platak, S. M., Critton, S. R., Burch R. L., Frederick, D. A., Myers, T. E., & Gallup, Jr., G. G. (2003) Sex differences in hypothetical investment decisions but not in the detection of resemblance. *Evolution and Human Behavior*, 24, 81-87.

#### PSY 460: Psychology of Individual Differences

Brewin, C.R., & Smart, L. (2005). Working memory capacity and suppression of intrusive thoughts. *Journal of Behavior Therapy and Experimental Psychiatry*, 36, 61-68.

Paunonen, S.V., & Ashton, M.C. (2001). Big five factors and facets and the prediction of behavior. *Journal of Personality and Social Psychology*, 81, 524-539.

Salthouse, T.A., Babcock, R.L., Mitchell, D.R.D., Palmon, R., & Skovronek, E. (1990). Sources of individual differences in spatial visualization ability. *Intelligence*, 14, 187-230.

Underwood, B.J. (1975). Individual differences as a crucible in theory construction. *American Psychologist*, 30, 128-134.

#### PSY 470: Women's Health

Alexander, L.L., LaRosa, J.H., Bader, H. et al. (2013) *New Dimensions in Women's Health* (6th edition). Jones and Bartlett Learning.

Lewis, S.F., & Fremouw, W. (2001). Dating violence: A critical review of the literature. *Clinical Psychology Review, 21*, 105-127.

Salsberry, P.J., Reagan, P.B., & Zang, M.J. (2013). Disparities in women's health across a generation: A mother-daughter comparison. *Journal of Women's Health, 22*, 617-624.

Williams, D.R. (2002). Racial/ethnic variations in women's health: The social embeddedness of health. *American Journal of Public Health, 92*, 588-597.

#### PSY 475: Cognitive Health and Changes with Age

Charles, S. T. (2009). *Current Directions in Adulthood and Aging*. Boston, MA: Pearson.

Kramer, A. F., & Willis, S. L. (2002). Enhancing the cognitive vitality of older adults. *Current Directions in Psychological Science, 11*, 173-177.

Salthouse, T. A. (2004). What and when of cognitive aging. *Current Directions in Psychological Science, 13*, 140-144.

Stern, Y. (2002). What is cognitive reserve? Theory and research application of the reserve concept. *Journal of the International Neuropsychological Society, 8*, 448-460.

#### PSY 478: Emotion

Campos, J.J., Campos, R.G., & Barrett, K.C. (1989). Emergent themes in the study of emotional development and emotion regulation. *Developmental Psychology, 25*, 394-402.

Gross, J.J. (1999). Emotion regulation: Past, present, future. *Cognition & Emotion, 13*, 551-573.

Mesquita, B., & Frijda, N.H. (1992). Cultural variations in emotions: A review. *Psychological Bulletin, 112*, 179-204.

Rosen, J.B., & Schulkin, J. (1998). From normal fear to pathological anxiety. *Psychological Review, 105*, 325-350.

### **Example Learning Activities and Assignments:**

#### **Final project**

All capstone courses require students to complete a final project, which involves a paper and an oral presentation, as the culmination of what students have learned both in the course and across the Psychology curriculum. The final project meets the following US 5A requirements:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience. (via the entire project)

2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum. (via the project proposal)

Please note: All courses are currently updating the project proposal process to include a reflective component in which students discuss how their final project topic draws from or reflects upon courses they've taken outside their major that are part of the US curriculum. This piece will be added to current proposal elements, such as a choice of topic, annotated bibliography, or outline of final paper. Descriptions of the proposal process below are from previous semesters and thus do not yet include this component.

3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing. (via the project paper)

4. Communicate effectively, both orally and in writing, the results of the project or experience. (via the project paper and project presentation)

Here are examples of how this final project is conceptualized within each of the Psychology Capstone courses:

PSY 423: Health Psychology (note: multiple instructors have taught this course. Two examples of final projects are included below).

#### **Instructor 1**

Research Paper: You will investigate a topic in Health Psychology and prepare a research paper and oral presentation to the class on this topic. During the first few weeks of the semester, you will be asked to select a topic in Health Psychology. You can choose your topic from a list of topics given in class. If you have another idea for a topic, you are encouraged to discuss it with me. As a brief overview, you will be expected to research your topic, using electronic databases of scientific articles, such as PsycINFO. Your paper will provide an overview of the Health Psychology topic, epidemiological information where relevant, and a discussion of the biological, psychological, and social factors that are involved with this issue. The paper length is approximately 10-12 pages (double-spaced), including references, and must be formatted in APA style.

#### Oral Presentation:

An important part of the research process is reporting your findings to other people. Thus, you will be required to give an oral presentation in class. Your presentation topic will be the same as your research paper, although your research paper will be more in depth than your oral presentation. Your presentation is expected to be 15 minutes in length, and this includes time for questions and discussion. You should prepare a bibliography for your classmates. The bibliography is due to me, in class, the class period before your presentation. You will receive a handout in class that provides guidelines for preparing the oral presentations. You will be graded on how well you have researched your given topic, how clearly you convey your ideas to the class, and on the clarity and completeness of your handout. The oral presentation is a required component of this course.

## **Instructor 2**

**Semester Project: Topic, Outline, Oral Presentation, and Research Paper:** For your semester project, there will be multiple, yet related parts to complete. This year's theme will be: Improving Access for Students and Visitors with Disabilities. From the American Psychological Association's DisAbility Resource Toolkit (DART), "students with disabilities are pursuing higher education in increasing numbers. The number of students with disabilities enrolled in graduate psychology programs, in particular, continues to grow" (p. 3). As part of our new strategic plan on this campus, officials are planning to make the campus more accessible to students, employees, veterans, and visitors. Health Psychology includes a special emphasis on preventing accidents and promoting safe environments. Beyond our campus, for those who pursue careers in health psychology, most health psychologists gain some experience or eventually are employed in rehabilitation settings, where this knowledge would also be essential. Thus, the available topics for this semester's final paper will be on the types of disabilities reported by students as part of a national database on the DART site.

### **a. Topic Statement**

Students should submit a one-page topic statement on myCourses about the project. Appointments to discuss this topic in advance may be scheduled. The statement should include (a) one of the topics from the provided list, (b) a tentative title of your project, (c) a one-paragraph summary of the approach/topic, with an emphasis on the argument that you plan to make, (d) complete American Psychological Association (APA) style citations in proper format for three articles relevant to your final paper.

### **b. Outline of Project Content**

Students should submit a detailed outline covering the content of their planned semester-long oral presentation. This should consist of 2-3 sentences with proper APA citations of the content for each of the planned sections of the oral presentation. The sections would minimally include 3-5 subsections within each of the major components of a paper presentation (introduction, methods, results, discussion). This outline should be a maximum of 3-5 typed pages submitted to myCourses and in-class. Use this assignment to really start building/writing the body of oral presentation, which is best presented in PowerPoint.

### **c. Oral Presentation of Project**

Each student will prepare an oral presentation of his/her entire semester project. The presentation should utilize PowerPoint during class time (with your own laptop or one that you borrow from a classmate or from the library). This is the same style that would be required for presentations at regional or national scientific psychology conferences. Plan to speak for at least 9 minutes. Presentations may be attended by other campus members for informational purposes. Presentations may be recorded as an audio podcast, with student permission, for future instructional use. The final PowerPoint slides of your presentation (.pptx) and a brief one-page summary handout must be submitted at least 48-hours in advance of your scheduled presentation time by email to the instructor. Copies are also due to myCourses at that time. A printed copy should be given to the instructor on the day of the presentation. For slides, only original .pptx and .ppt files will be accepted.

### **d. Research Paper**

You will investigate a topic in Health Psychology and prepare a research paper. Topics will be selected early in the semester from a provided list. You will be expected to research your



topic becoming an “expert” on the most recent, published findings using electronic databases such as PsycINFO and PubMed online. The paper will then review this literature (general information to specific information) citing empirical articles, with subsections on the biological, psychological, and social factors involved, as well as at least one quarter of the paper describing the possible treatments, interventions, recommendations for improving accessibility on the campus, as well as suggested aids or resources for the individual with the condition. For instance, someone with a complete vision loss, may appreciate knowing about braille apps, braille smartphones, and the new low-cost braille printer (by Braigo Labs). The paper length is approximately 6-10 pages (double-spaced) including references, and must be formatted in APA style. Papers should be your own work.

#### PSY 430: Young Adult Health Risk Behaviors

Each student will complete a project addressing some aspect of emerging adulthood and its impact on health behaviors. The proposal must include a title, a brief summary of what you intend to do, and a preliminary annotated list of references. All papers should follow APA style. All sources used for your paper must be cited in the text and within the APA-formatted reference list.

#### **Types of research projects**

##### **Term paper**

The term paper is the most familiar and common student project. It is an essay argued on the basis of library research. You should begin with a clear and concise statement of a thesis and then develop and support your position with data and insights from scholarly research on the topic. It is very important to include the most recent writings on the topic. Be sure to also discuss arguments that may refute your thesis. Make use of the scholarly journal articles relevant to your question, not depending solely on books (and NOT internet sources). Become familiar not only with the literature on your topic but also the larger theoretical issues that frame it. The advantage of the term paper is its simplicity. Pick a topic that interests you, survey the literature on the topic, and choose a position you want to argue in your essay. The challenge of the term paper is both comprehensively evaluating the existing literature, and making your paper interesting. Papers should be 15-20 pages typed, double-spaced.

##### **Independent research paper**

An independent research paper is an essay based on your own research. Like the term paper, it should argue a hypothesis, stated early on. Your independent research paper needs to be positioned in relation to other relevant research on the topic. You must include library research and follow the guidelines presented above for the term paper. However, your references and literature review need not be as extensive as those required for the term paper. Data that you may opt to collect could consist of interviews, notes from participant/observation, and/or survey or demographic data. Please note that if you opt to pursue an independent research project, plan on discussing this with me as early as possible so that we can allow for enough time to submit this to the IRB. The advantage of independent research is that you have a much richer source of data. You can produce an empirically compelling argument supported with rich, detailed descriptions. Unlike the term paper, independent research is a professional exercise. It provides a hands-on experience of what researchers actually do. The challenge of independent research is the messiness of the

data. Unlike library research where the data is processed and interpreted for you, independent research means that you select, interpret, and analyze your own data in a productive manner. Ultimately, independent research may be more work than a term paper, but the process is more rewarding and the results have the potential to add more to your professional experiences.

#### **Service-Learning Project and Commentary**

Service-Learning is defined as both *a)* Student attainment of discipline specific knowledge through active learning community based projects and *b)* Community benefit through the thoughtful identification and completion of community-based service. A service-learning project implies an ability to take academic knowledge you have acquired and apply it in a way that is useful to a community. Learning and the benefits that come from Service-Learning are not a one-way street, but serve to benefit all involved (students, faculty, staff of the community organization, and community members). With today's economy, community service has taken on unprecedented importance. There are a number of local community organizations that are related to youth and emerging adulthood. If you choose the Service-Learning project, you must spend at least 15 hours engaged in your SL project. You must log your hours by using a document provided by me. A supporting paper of approximately 10 pages is required, including: review of relevant supporting literature related to your chosen service learning experience, why you selected the issue and volunteer organization, how this organization fits in with the materials and information from our class, your experiences as a volunteer, and your analysis/reflections about what happened and how this related to our course and other larger social issues. Please come see me (or the Career Resource Center in the Liberal Arts Bldg.) for ideas and discussion of possible locations for contributing service work (Please note: If you are already involved with one of these organizations as a part of your service for a student group (such as a sorority or fraternity) or for another class, you may **not** count those hours towards this assignment. However, you **may** choose to do your work at the same location, just put in additional hours).

#### **Digital Project and Commentary**

Today's digital technologies now make it possible for short documentaries to be produced easily enough for a semester project. The video documentary is an option for students who have the skills and access to equipment required to produce a video. A brief supporting paper will still be required. The paper must explain the rationale behind the video and a review of relevant literature related to your chosen topic of study. The advantage of a video project is that the resulting video can be seen by more people and potentially have a larger impact than the term paper, for instance. A particularly good project has the potential to be a tool for professional advancement. The challenge of a video project is that it can be difficult and time consuming to produce.

#### PSY 442: Affective Neuroscience

Your final project will consist of a literature review paper and a research proposal poster presentation on a topic in affective neuroscience of your choosing. You will review the emotional construct of interest, the relevant animal, clinical and healthy neuroscience models of the construct, and possible future directions for this area of research. This

literature review will serve as the basis for the research proposal poster presentations at the end of the semester. The paper will be completed in stages throughout the semester.

**Paper:**

**Step 1** – You must post your paper topic to MyCourses. Topics are encouraged to be narrow. For example, “Neural evidence for increases in attentional focus following emotion-induced increases in arousal” or “The role of the COM-T gene in romantic attachment.”

**Step 2** – You must meet with me to discuss your paper topic. I will help you narrow your topic and steer you towards relevant literature. You should come to this meeting having already read some literature and with prepared notes for discussion. I will post a sign-up calendar for making these meeting appointments.

**Step 3** – You will turn in a 1 page paper outline with an annotated bibliography of the literature you are reviewing for your paper. You are expected to review **at least 5** articles. While it is fine to use some review articles to guide your paper, the majority of your literature should be empirical research articles.

Paper outline & annotated bibliography requirement: - Your paper outline will provide an overview of your paper (see requirements below). a) You will state the aspect of affective neuroscience on which you are focusing and how you are defining it. b) You will list the basic neuroanatomy supporting your area of interest. c) You will list the support for the neuroscience findings from animal, experimental and/or clinical research. d) You will state the relevance of this literature for real-life applications. e) You will list possible avenues for future research.

- Your annotated bibliography will include:

- a) An APA citation for the article.
- b) A list of keywords that relate the article to your topic.
- c) A brief (1 paragraph) summary of the article written in your own words. If you copy the article abstract, I will know.

**Step 4** – You will turn in your final paper.

Paper requirements:

---You can use literature we covered in class to supplement your paper. These papers are in addition to the minimum 5 readings listed above.

-Correct APA style, including cover page and reference page. Consult the 6th edition APA manual. Correct APA style also means 1" margins, 12pt font, double-spaced text, and correct use of headings.

-Your paper should be no longer than 3500 words (10 pages, double-spaced).

**Presentation requirements:**

-You will present a poster on a research proposal during the last two days of class. This proposal should be supported by your literature review. On days you are not presenting, you are expected to attend class and ask questions of your classmates who are presenting. Students will rate each other on the quality of their research proposal presentations.

-Your presentation will:

---briefly describe the theoretical nature of your chosen topic in affective neuroscience

---describe how the literature reviewed has left an unanswered question, either by having conflicting information, missing research, etc.

---provide a research proposal on how to answer this remaining question – provide pictures to demonstrate experimental design

---provide hypotheses for what you think the outcome of your proposed research would be  
-I strongly recommend using PowerPoint to construct your presentation. You can create individual slides for each component and print them out to make a larger poster. If you choose to print a large-format poster, you are responsible for the cost.

#### PSY 450: Evolutionary Psychology

The paper topic is designed to teach students to integrate research to propose future research or public policy. Evolutionary Psychology lends itself to proposing future research. The paper has four parts. In the first three parts students read 7-8 primary research articles plus some background reading. They are required to generate a description and critique of each study and then to generate, on the basis of the evidence presented, a justification for future research. The specific topics were chosen specifically to foster success at this endeavor, that is, they are topics that have a number of valid studies relevant to resolving the issue at hand. The three topics are (a) is aggression an evolved trait?, (b) have men evolved to seek numerous short-term sexual mates, whereas women have evolved to mate long term?, and (c) is there an evolutionary basis for altruism? The final part takes the form of a final literature review paper, incorporating a summary of prior readings from the first three parts with new readings that students have chosen, along with the generation of an evaluation of the status of the field of Evolutionary Psychology and suggestions for how research can promote its development. Students will also give an individual oral presentation that includes their literature review and evaluation of evolutionary psychology.

#### PSY 460: Psychology of Individual Differences

Your final project will consist of a paper and mini-lecture on an individual difference of your choosing. If you are considering something very broad, like intelligence, it will be best if you just pick an aspect of the topic. Students in previous semesters chose topics such as openness, neuroticism, self-efficacy, emotional intelligence, and extraversion. However, you are not limited to these topics. You should choose an individual difference that:

- has a theoretical literature supporting it
- is measured on a continuous scale
- predicts behavior/performance in multiple areas

Your paper will follow the same outline that we will follow throughout the semester: you will describe the individual differences construct, explain how it can be measured, and show how it predicts performance/behavior in other areas.

----Use at least 2 readings to explain the nature of the individual difference. Measurement can be covered with references to these readings, or to other readings depending on the nature of your paper.

----Include an example of the instrument/survey/etc. used to measure your individual difference in an appendix. You can use an additional reading as support for your instrument, or it may be covered by your readings that explain the nature of the individual difference.

All of the prediction readings that you choose should use the same instrument.

----Use at least 3 readings to show how your individual difference predicts performance/behavior in multiple areas

-Your paper should integrate the literature you have chosen to create a coherent explanation of the nature and applicability of your chosen individual difference.

----You can use literature we covered in class to supplement your paper. For example, you might want to use Underwood's call for the use of individual differences in theory construction, or the general McCrae & Costa paper on the universal nature of personality structure. These papers are in addition to the minimum 5 readings listed above.

-You will have an individual meeting to discuss your paper topic with me (see dates on syllabus) and turn in a 1 page project proposal (see date on syllabus). The project proposal will list your topic and the references you will use to meet the requirements listed above.

-Your final paper must be written in correct APA style, including cover page, reference page, and appendix for your individual difference measurement. Consult the 6th edition APA manual. Correct APA style also means 1" margins, 12pt font, double-spaced text, and correct use of headings.

-Your paper should be no longer than 3500 words (10 pages, double-spaced).

Presentation requirements:

-You will give a 10 minute lecture in class on presentation days. On days you are not presenting, you are expected to attend class and ask questions of your classmates who are presenting.

-Your presentation will:

----describe the theoretical nature of your chosen individual difference

----show how your individual difference is measured with an example the class can understand

----explain multiple areas in which your individual difference predicts behavior/performance

-I strongly recommend using PowerPoint to construct your presentation. We can hook your (or my) laptop up to the AV system.

-There will be a 3 minute period after your lecture for your classmates and me to ask questions.

### PSY 470: Women's Health

#### Research Paper:

- The purpose of the paper assignment is to allow you to investigate a topic in women's health and prepare a research paper and oral presentation to the class on this topic. The paper length is approximately 10-12 pages (double-spaced) and this includes references.
- You are expected to research your topic, using electronic databases of scientific articles, such as PsycINFO or PubMed.
- Your paper should provide an overview of the women's health topic. For example, you should discuss why this is an important area of research and concern for women.
- Your paper should provide epidemiological information, when relevant. For example, how common is this issue or disorder? What data do you have on prevalence or incidence?
- Your paper should address current research on your topic. You should review, briefly, the findings from the 6 studies (minimum) on your topic. Integrate these studies into your paper. For example, some of the studies may be reviewed in the section of the paper under the biopsychosocial model (below). Some may fall under epidemiology, some under treatment or other subheadings that you use.
- Your paper also should address the issue from a biopsychosocial perspective. We have

covered the biopsychosocial model in class. You should be able to discuss biological, psychological, and social factors that are involved with your topic. Back-up your ideas with research citations.

- Last, your paper should address future directions for research. You can discuss limitations of current research (what is missing? what do you still need to know?). You should know your topic well enough that you can suggest what topics need to be explored in future research studies.

Oral Presentation: An important part of the research process is reporting your findings to other people. Thus, you will be required to give an oral presentation in class. Your presentation topic will be the same as your research paper, although your research paper will be more in depth than your oral presentation. Your presentation is expected to be 20 minutes in length, and this includes time for questions and discussion. You should prepare a bibliography for your classmates. The bibliography is due to me, in class, the class before your presentation. You will be graded on how well you have researched your given topic, how clearly you convey your ideas to the class, and on the clarity and completeness of your handout.

#### PSY 475: Cognitive Health and Changes with Age

#### **Semester Project: Prospectus, Annotated Bibliography, Oral Presentation, and Final Paper:**

For your semester project, there will be multiple separate, yet related parts to complete.

##### **a. Prospectus of Final Paper**

Students should submit a one-page prospectus of the paper they plan to develop for the final paper. Students will receive written feedback on these outlines, which should help in the preparation of the final paper. Appointments to discuss this prospectus in advance may be scheduled. The prospectus should include (a) a psychological topic, (b) a tentative title of your project and names of your group members, (c) a one-paragraph summary of the approach/topic, with an emphasis on the argument that the student plans to make, (d) at least one (of two) specific aims with a testable hypothesis, and (e) complete American Psychological Association (APA) style citations for five key aging articles relevant to your final paper.

##### **b. Annotated Bibliography of Final Paper**

Students should submit an annotated bibliography covering ten of the articles that they plan to reference or discuss in their final paper. (This set of articles can also include the five listed above, in the prospectus). Each article should be presented with a full APA-style citation, and about 100-200 words critically summarizing the key argument or contribution of the article (e.g., how will this article support my hypothesis and/or intervention approach?). There is no need to turn in a copy of the actual article(s). **This should not be a simple reprint of the abstract.** Try to make some critical, yet constructive, statements about the method, theory or major contribution of the papers. Use this assignment to really start building/writing the body of your final paper.

##### **c. Draft of Final Paper**

Students who have completed the introduction and method of their papers are encouraged to submit at least those sections, along with the title page, abstract, and references to the instructor to assess satisfactory progress and adherence to APA Style. Students must submit a paper copy in class and an e-copy on the myCourses assignment portal and the SafeAssign

portal. Additional sections of the paper may also be submitted. This is an optional, yet highly recommended opportunity, for those who want the best possible chance of doing well on the final paper. No credit for the draft paper will be given, though feedback will be provided.

**d. Oral Presentation**

Each student will prepare an oral presentation of his/her entire semester project with the same sections and content (yet somewhat abbreviated) from the final paper. The presentation should utilize PowerPoint during class time. This is the same style that would be required for presentations at regional or national scientific psychology conferences. Each student should speak for at least 10 minutes.

**e. Final Paper**

Students will write and submit their final papers online to *SafeAssign*, to *MyCourses*, and in hard copy form at the start of class. Final papers must adhere to APA Style (6<sup>th</sup> ed.) and include a title page, an abstract, a literature review with at least two testable hypotheses for at least two specific aims, a methods section, a planned analysis section, expected outcomes, alternative strategies, references, and an Appendix containing your proposed budget and test materials. Papers will be written using guidelines (as on myCourses) similar to those for existing undergraduate and graduate student research grants through scientific societies such as Divisions 20 and 38 of the American Psychological Association, Sigma Xi, and Psi Chi.

PSY 478: Emotion

**Literature Review**

Students will examine the literature in search of a potential Emotion-related topic for the course written assignment. This literature review will be written as a manuscript for submission to a professional journal (APA format). Your paper should be approximately 15 pages (not including references and figures/tables) double-spaced in length and formatted using APA standard format.

**Annotated Bibliography**

Each student will provide an annotated bibliography for articles deemed relevant to their literature review. A total of at least 10 citations will be required.

**Outline and Draft of Literature Review**

Each undergraduate student will be required to submit an outline and draft of the Literature Review in advance of passing in the Final draft of the Paper. You will be given feedback on the outline and draft by the instructor to aid you in the completion of the final version of your paper. The draft should be a good attempt at the final paper, where any changes you make should be to strengthen the paper based on questions and feedback you receive. I cannot emphasize strongly enough how beneficial feedback on drafts is to the process of research presentation. Peer-review is a process commonly used in the professional dissemination of research findings. The outline will note where to include the articles deemed relevant to the Literature Review. The closer the draft is to what it should be for final product, the more points that it will be awarded.

**Oral Presentation**

Each student will present the details of their literature review. Each student presentation should last 15 minutes, and there should be a short time for discussion with the class

(approximately 5 minutes). You will receive a handout in class that provides guidelines for preparing the oral presentations, which will be used for ratings made by the instructor. Students and the instructor will be able to ask questions of each individual presenter.



**Sample Course Outline:**

Please note: Each course is very different in terms of content and thus a sample outline that applies to all courses is presented below.

Weeks 1-13: Content material covered for particular course

Week 3 or 4: Select topic for final project

Week 6-8, depending on course: Submit project proposal/annotated bibliography

Week 14: Final project presentations (also week 13 if necessary depending on size of course)

Finals week: Final project paper due