

Psychology

Degrees Offered

- Bachelor of Arts
- Bachelor of Sciences

Students may not earn both a B.A. and a B.S. in Psychology.

Nature of the Program

Psychology is the science of behavior. Courses in this discipline convey the principles, methods, and theories that are necessary for a better understanding of human and animal behaviors. Students who choose this subject as their major are expected to fulfill certain requirements, but the program is structured to allow considerable flexibility. Studying psychology at WVU allows students to work toward a liberal arts degree rather than a specialized degree that prepares students for a specific type of job. Typically, individuals tailor their schedules according to the career paths they choose, and these decisions generally fall into three categories: pursuit of graduate studies, pursuit of a career applying principles of psychology to human problems, or pursuit of a career in a non-related field.

Students who earn a degree in the Eberly College of Arts and Sciences must complete the University requirements, the College requirements for their specific degree program, and their major requirements.

Minors

All students have the possibility of earning one or more minors; view a list of all available minors and their requirements (<http://catalog.wvu.edu/undergraduate/minors/.html>) here. Please note that students may not earn a minor in their major field.

Certificate of Global Engagement

Students in the Eberly College, regardless of their major, can earn a Certificate of Global Engagement. Completion of the Certificate demonstrates the student's knowledge of diverse cultures, as well as the ability to communicate and interact effectively with people of different cultural backgrounds. Students will be required to apply their knowledge of contemporary issues and global social contexts to their course work and their broader citizenship. For details regarding Certificate requirements, please visit the Eberly College page (<http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/#otherdegreestext>).

Honors Program

The Department of Psychology honors program is designed to provide special enrichment, attention, and recognition for exceptional psychology majors. Admission to the program requires completion of nine hours of psychology, a psychology GPA of 3.5, and an overall GPA of 3.4. Graduation with departmental honors in psychology requires the same GPAs and completion of an honors thesis (three to six hours of PSYC 498). Information about the program is available in the department's student records office or from the director of undergraduate training.

FACULTY

CHAIR

- Kevin T. Larkin - Ph.D. (University of Pittsburgh)
Clinical Health Psychology, Applied Psychophysiology, Cardiovascular Behavioral Medicine

PROFESSORS

- Christina Duncan - Ph.D. (Louisiana State University)
Behavioral Pediatrics, Chronic Illness, Adherence
- Barry A. Edelstein - Ph.D. (University of Memphis)
Eberly Family Distinguished Professor of Clinical Psychology. Clinical Gero-psychology, Anxiety and Medical Decision Making in Older Adults
- Katherine Karraker - Ph.D. (Michigan State University)
Associate Provost for Graduate Academic Affairs. Adults' Perceptions of Infants, Infant Social Development, Infant Stress and Coping, Infant Temperament, Infant Assessment
- Kennon A. Lattal - Ph.D. (University of Alabama)
Centennial Professor. Experimental Analysis of Behavior, History and Philosophy of Psychology, Human-Pet Interactions
- Cheryl B. McNeil - Ph.D. (University of Florida)
Disruptive Behavior Disorders of Children, Child Behavior Therapy, Parent-Child Interactions
- Daniel W. McNeil - Ph.D. (University of Alabama)

Eberly Family Professor for Outstanding Public Service. Experimental Psychopathology, Behavioral Dentistry and Behavioral Medicine, Pain and Anxiety

- Tracy L. Morris - Ph.D. (University of Mississippi)
Eberly Distinguished Professor for Outstanding Teaching and Associate Dean for Research, Graduate Studies, and Outreach. Developmental Psychopathology, Social Anxiety, Peer Relationships
- Melanie C. Page - Ph.D. (Arizona State University)
Assistant Vice President for Creative and Scholarly Activity. Quantitative/Developmental Psychology
- Michael Perone - Ph.D. (University of Wisconsin-Milwaukee)
Associate Dean for Faculty. Positive and Negative Reinforcement, Animal and Human Operant Behavior, Research Methodology
- JoNell Strough - Ph.D. (University of Utah)
Life-Span Development, Decision Making, Everyday Problem Solving, Gender Development

ASSOCIATE PROFESSORS

- Karen Anderson - Ph.D. (University of Florida)
Behavioral Pharmacology, Self-Control and Impulsivity
- Amy Fiske - Ph.D. (University of Southern California)
Late Life Depression and Suicide
- Amy Gentzler - Ph.D. (Kent State University)
Emotion Regulation and Coping in Children, Positive Psychology
- Amy Herschell - Ph.D. (West Virginia University)
Dissemination of Evidence-Based Treatments
- Elisa Krackow - Ph.D. (Binghamton University-SUNY)
Children and Adults as Witnesses, Developmental Psychopathology
- Aaron Metzger - Ph.D. (University of Rochester)
Adolescent Social-Cognitive Development, Civic Engagement, Adolescent-Parent Communication
- Hawley Montgomery-Downs - Ph.D. (University of Connecticut)
Sleep, Sleep Disorders, Developmental Psychobiology
- Julie Hicks Patrick - Ph.D. (University of Akron)
Decision Making, Family Processes in Mid- and Late-Life
- Natalie Shook - Ph.D. (Ohio State University)
Social Psychology, Attitudes and Emotion, Cognitive Bias
- Claire St. Peter - Ph.D. (University of Florida)
Applied Behavior Analysis, Assessment and Treatment of Problem Behavior, School-Based Interventions
- Constance (Connie) Toffle - Ph.D. (West Virginia University)
Teaching of Psychology, Curriculum Design

ASSISTANT PROFESSORS

- Melissa Blank - Ph.D. (Virginia Commonwealth University)
Behavioral Neuroscience, Tobacco Use, Tobacco-Related Health Risks, Genetics of Substance Use
- Regina Carroll - Ph.D. (University of Nebraska Medical Center)
Applied Behavior Analysis, Autism and Developmental Disabilities
- Kathryn Kestner - (Western Michigan University)
Behavior Analysis
- Steven Kinsey - Ph.D. (Ohio State University)
Behavioral Neuroscience, Stress and Inflammation
- Elizabeth Levelle - Ph.D. (West Virginia University)
Teaching of Psychology, Academic Advising
- Kris Martens - Ph.D. (Southern Illinois University - Carbondale)
Behavioral Neuroscience, Recovery from Traumatic Brain Injury
- Shari Steinman - Ph.D. (University of Virginia)
Cognitive Bias in Anxiety Disorders, Treatment of Anxiety and Obsessive Compulsive Disorders
- Sharon Tenenholz - Ph.D. (University of California, Los Angeles)
Teaching of Psychology, Curriculum Design, Academic Advising
- Nicholas Turiano - Ph.D. (Purdue University)
Personality, Health, and Aging
- Cole Vonder Haar - Ph.D. (University of Southern Illinois - Carbondale)

Behavioral Dysfunction and Traumatic Brain Injury, Behavioral Neuroscience

PROFESSORS EMERITI

- Stanley H. Cohen - Ph.D.
- Philip Comer - Ph.D.
- William J. Fremouw - Ph.D.
- Robert Hawkins - Ph.D.
- B. Kent Parker - Ph.D.
- Hayne W. Reese - Ph.D.

CLINICAL INSTRUCTOR

- Stephanie McWilliams - MA (Columbia University)
Youth Mentorship; Sport and Exercise Psychology, Health Psychology, Behavior Change and Weight Management

ADJUNCT ASSISTANT PROFESSORS

- Martin Boone - Ph.D. (Oklahoma State University)
- Kimberly Foley - Ph.D. (West Virginia University)
- Keegan Kowcheck - MA (West Virginia University)
- Kara Samaj - MA (West Virginia University)

Admission Requirements

Entering freshmen are admitted directly into the major.

Students coming from another major can be admitted once they meet milestones set by the department:

- completion of PSYC 101, with a grade of C- or higher,
- MATH 124 or higher in progress if they intend to pursue the B.A.,
- or, MATH 126 or higher in progress if they intend to pursue the B.S.,
- and an overall GPA of 2.00.

Benchmark Expectations

Students should have completed PSYC 101, with a C- or better, and MATH 126 by the end of the second semester in the program. PSYC 202, or PSYC 203 and PSYC 204, with a C- in PSYC 203 by the end of the 4th semester. PSYC 301 and PSYC 302 by the end of the 6th semester. Students must maintain a GPA of at least 2.0 in the major and overall. All majors must attend Group Advising sessions with a Psychology adviser each semester. Students who fail to meet these benchmarks may be removed from their major.

Major Learning Goals

PSYCHOLOGY

Upon successful completion of the B.A. or B.S. degree, **Psychology** majors will be able to:

1. Describe the central principles, facts, concepts, and theories of major areas of psychology (i.e., Behavior Analysis, Behavioral Neuroscience, Clinical, Developmental) including: Theory, Content, and Research Methods. Students will also be able to describe advanced principles.
2. Apply scientific principles of psychology to analyze and solve basic and applied problems.
3. Create, evaluate, and revise text (oral, written) that effectively communicates information using APA format.
4. Demonstrate critical thinking, information and technology literacy, and communication skills, areas specifically identified by the American Psychological Association.
5. Apply psychological content and skills to career goals and develop meaningful professional direction.

PSYCHOLOGY MINOR

MINOR CODE - U074

A minimum grade of C- or better is required for PSYC 101 . An overall GPA of 2.0 across courses applied toward the minor is required. Courses taken as P/F do not count toward the total 18 hours of coursework.

Core Courses

PSYC 101	Introduction to Psychology (C- or higher)
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PSYC 304	Critical Thinking in Psychology	3
Electives:		12
Select 12 additional PSYC credits, including 6 at the 300-400 level (in addition to PSYC 304). PSYC 490, 491 and 495 may not be applied to the Psychology minor.		
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Total Hours		18