

DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY

Chair: Jorge G. Varela (jgv002@shsu.edu), Ph.D.

Contact Information:

(936) 294-4161
jgv002@shsu.edu

Website: Department of Psychology and Philosophy (<http://www.shsu.edu/academics/psychology-and-philosophy/>)

Mission

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the College of Humanities and Social Sciences. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, a sensitivity to the needs of the university and to the community, and a genuine concern for the abilities and goals of students.

- Doctor of Philosophy in Clinical Psychology
- Master of Arts in Clinical Psychology: Pre-Doctoral Track (**Doctoral Students Only**)
- Master of Arts in Clinical Psychology
- Master of Arts in Experimental Psychology
- Specialist Degree in School Psychology

PSYC 5035. Special Problems in Psychology. 1-3 Hours.

Students engage in an in-depth study in individually selected topics not specifically included in the formal course offerings. Variable Credit (1-3).
Course Equivalents: PSYC 5335

Prerequisite: Consent of department chair and instructor.

PSYC 5330. Psychopathology. 3 Hours.

Students examine psychological disorders and review, critically evaluate, and integrate current scientific literature regarding diagnosis, phenomenology, and etiology. Students also explore issues in the application of the current diagnostic system in clinical practice.

PSYC 5331. Seminar in Experimental Psychology. 3 Hours.

Students survey the science of experimental psychology, providing an advanced synthesis of the scientific study of human behavior that includes the biological, perceptual, developmental, and social determinants of behavior, emotion, and cognition.

PSYC 5332. Advanced Social Psychology. 3 Hours.

Students examine social factors that influence individual behavior. Students also develop competency in integrating theoretical perspectives and emerging programs of research within the discipline. Readings include a variety of original sources.

PSYC 5333. Theory and Research In Psychotherapy I. 3 Hours.

Students engage in a comparative analysis of different systems and techniques of psychotherapy. Students also examine the role of therapist, client, and setting, along with ethical principles of psychological practice.

PSYC 5334. Theory and Research In Psychotherapy II. 3 Hours.

Students examine selected advanced systems or techniques of psychotherapy, including group therapy, marital and family therapy, therapy for sexual dysfunction, or others. Content may vary from semester to semester.

PSYC 5336. Advanced Cognitive Psychology. 3 Hours.

Students examine the major psychological issues related to cognition in a seminar-style course. Topics may include attentional processes, memory, language, knowledge representations, decision making, problem solving, and cognitive neuroscience. Students explore the relationship between empirical evidence and theoretical explanations of cognitive processes with the aid of reading assignments in the textbook, current research articles, and class discussions. Students will also specifically focus on the practical applications of cognitive theories and research.

PSYC 5338. Consultation In School Psychology. 3 Hours.

Students examine and apply various methods and techniques of consultation in schools. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components.

PSYC 5339. Advanced School Psychology. 3 Hours.

Students acquire knowledge on the history, theory, delivery models, and techniques underlying the practice of school psychology. Students also examine various historical and contemporary roles of the school psychologist, in addition to applicable federal and state laws. There is also a field experience aspect to the course.

PSYC 5340. Evidence-Based Child Therapy. 3 Hours.

Students analyze research to identify appropriate treatment for child and adolescent mental illness, focusing on treatments and techniques supported by current empirical knowledge and best-practice parameters. Topics may include cognitive behavioral therapy for child and adolescent depression, exposure therapy for child and adolescent depression, and Parent Child Interaction Therapy for child disruptive behavior.

PSYC 5360. Advanced Physiological Psychology. 3 Hours.

Students examine the biological substrates of behavior, with particular attention given to the effects of psychoactive chemicals.

PSYC 5361. Neuropsychopharmacology. 3 Hours.

Students examine the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. Students focus primarily on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system.

Prerequisite: Consent of instructor.

PSYC 5370. Academic Assessment and Consultation. 3 Hours.

School psychology graduate students develop the skills to assess the academic skill-sets and functioning of school-age children and adolescents as well as their respective instructional environments. Students in this course develop an increased understanding of the problem-identification and problem-analysis stages of consultation within the context of academic difficulties.

Prerequisite: PSYC 5338.

PSYC 5377. Emotion and Cognition. 3 Hours.

Students examine theory and research in the affective and cognitive sciences. Emotional and cognitive processes studied may include emotional regulation, affective expression, emotional intelligence, attention, memory and problem-solving. Individual differences and diversity in emotions and cognitions are explored.

Prerequisite: Graduate Admission.

PSYC 5379. Ethical Practice in Psychology. 3 Hours.

Students acquire knowledge of ethics, standards, laws, state licensing rules and regulations, and historical foundations of the practice of clinical and school psychology. Students examine case material that features ethical conflicts and controversies and practice the processes to resolve ethical dilemmas.

Prerequisite: Graduate Standing.

PSYC 5380. Psychology of Diversity. 3 Hours.

Students examine the roles and influences of cultural and individual differences in mental health. Although the field of multicultural psychology covers a vast array of topics, students in this course focus specifically on diversity as it applies to the delivery of clinical services. Appropriate assessment, diagnosis, and intervention approaches to psychological work with various clinical populations will be discussed.

Prerequisite: Graduate Standing.

PSYC 5381. Advanced Learning Theory. 3 Hours.

Students examine the processes of learning through a critical discussion of current research and theory in the areas of classical conditioning, operant conditioning, and social and cognitive influences in learning.

PSYC 5382. Advanced Industrial/Organizational Psychology I. 3 Hours.

Students investigate psychological principles as applied to industrial/organizational milieu, focusing on the application of research methodology, psychological assessment, and personality theories to the work environment.

Prerequisite: 6 hrs of graduate Psychology coursework.

PSYC 5383. Advanced Industrial/Organizational Psychology II. 3 Hours.

Students investigate psychological principles as applied to organizational environments, focusing on the application of research methodology, psychological assessment, and social psychological theory to leadership, employee satisfaction and motivation, behavioral analysis and conflict resolution, and intervention in work related stress.

Prerequisite: 6 hours of graduate Psychology coursework.

PSYC 5385. Advanced Health Psychology. 3 Hours.

Students explore the theoretical and conceptual foundations of health psychology, the interactions of biological, psychological, and social factors in health, health promotion and prevention, stress and coping with disease and illness, and recovery and rehabilitation to acute, chronic, and terminal illness, including a variety of specific assessment and intervention strategies. Students are expected to conduct a review the literature and independent research.

PSYC 5387. Advanced Statistics. 3 Hours.

Students develop competencies in the use of statistical methods as tools for inferential hypothesis testing. Topics may include consideration of data screening, effect sizes, and simple effects tests, and an introduction to multiple regression.

Prerequisite: PSYC 3301 or equivalent.

PSYC 5388. Experimental Design. 3 Hours.

Students develop skills that will allow them to design their own scholarly research projects. Students are encouraged to understand that research design often requires finding the right balance between advantages and disadvantages of specific methods. Students familiarize themselves with the current scholarly literature regarding research design and write an independent research proposal that can serve as a thesis or dissertation proposal.

PSYC 5389. Applied Multivariate Statistics for Psychology. 3 Hours.

Students examine statistical analyses commonly used in psychology and other behavioral sciences to advance their knowledge of common and advanced methods. Topics may include multiple regression; multivariate analysis of variance and covariance; path analysis, moderation, and mediation; and exploratory and confirmatory factor analysis.

Prerequisite: Graduate Admission, PSYC 5387 or comparable course.

PSYC 5390. Teaching of Psychology. 3 Hours.

Students review pedagogical approaches and strategies as they apply to teaching psychology in higher education. Topics may include teaching philosophies, textbook selection, syllabus development, best practices in undergraduate psychology education, organization and use of class time, active learning methods, use of instructional technologies, exam construction, and grading models.

Prerequisite: Departmental approval.

PSYC 5392. History and Systems of Psychology. 3 Hours.

(SH Prior Course ID: PSY 592); Students examine the philosophical, theoretical, and paradigmatic antecedents of modern psychology. Students thoroughly investigate important early publications, central figures, and major university centers are studied in detail, and students explore and critique the assumptions that inform influential perspectives within psychology today.

PSYC 5394. Psychometrics. 3 Hours.

Students develop an understanding of the principles of psychometric theory and applications, including reliability, validity, and test construction. Students will thoroughly investigate tests and scales that measure personality and mental health. Limited practicum is required.

PSYC 5395. Assessment of Intelligence and Achievement. 3 Hours.

Students develop competencies in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Students receive supervised instruction throughout the duration of the course.

Prerequisite: PSYC 5394 or equivalent.

PSYC 5396. Assessment of Personality and Psychopathology. 3 Hours.

Students develop competencies in the theory, administration, scoring, and interpretation of personality assessment instruments. Students receive supervised instruction throughout the duration of the course. Two separate sections of this course are offered, one focusing on objective measures (e.g., MMPI-2, PAI) and one focusing on projective measures (e.g., Rorschach).

Prerequisite: PSYC 5330.

PSYC 5397. Advanced Developmental Psychology. 3 Hours.

Students engage in an advanced study of growth and development processes throughout the life cycle. Students examine theories and applications of basic research and delve into one of the major topics—such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development—in depth through critical reading of original research.

PSYC 5398. Advanced Child Assessment. 3 Hours.

Students gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. Students review a variety of individual testing instruments, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, are emphasized.

Prerequisite: PSYC 5395.

PSYC 6098. Thesis I. 1-3 Hours.

Students complete a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal. Variable Credit (1-3). Course Equivalents: PSYC 6398 .

PSYC 6099. Thesis II. 1-3 Hours.

Students complete a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal. Variable Credit (1-3). Course Equivalents: PSYC 6399 .

PSYC 6371. Internship in Psychology. 3 Hours.

Students demonstrate their ability to integrate and apply their knowledge in a course designed to be the culmination of the master's level training in applied psychology.

Prerequisite: 30 hours of graduate coursework.

PSYC 6390. Techniques in Psychotherapy. 3 Hours.

This course includes development of Students develop psychotherapy skills and techniques of Motivational Interviewing. Emphasis is on acquisition, mastery, and automaticity of skills and techniques. Co-requisite: PSYC 6391. Co-requisite: PSYC 6391.

Prerequisite: Graduate Admission.

PSYC 6391. Practicum I. 3 Hours.

Students develop interviewing skills in this introduction to psychotherapy and bring together theory and practice as developing psychologists. The first practicum course begins with the assumption that the student has had little to no experience in this domain. Ethical issues related to clinical practice are thoroughly explored. Co-requisite: PSYC 6391. Co-requisite: PSYC 6391.

PSYC 6392. Practicum II. 3 Hours.

Students bring theory and practice together to develop their psychotherapy skills. Students are assigned to practicum sites where they provide therapy to clients with various psychological disorders and problems in living. Students also explore ethical issues in treatment.

Prerequisite: PSYC 6391.

PSYC 6393. Practicum III. 3 Hours.

Students bring theory and practice together to develop their psychotherapy skills. Students are assigned to practicum sites where they provide therapy to clients with various psychological disorders and problems in living. Students also explore ethical issues in treatment.

PSYC 6394. Practicum in Psychometrics. 3 Hours.

Students further develop and apply skills in administration, scoring, interpreting, and reporting of psychological tests in this concluding practicum experience. Students take this practicum near the end of their educational program, with supervised experience intended to prepare the student for the psychological assessment and diagnostic aspects of internship or initial employment.

Prerequisite: PSYC 5394 and PSYC 5395.

PSYC 6395. System Organization, Administration, and Change. 3 Hours.

Students explore local, state, and national educational structures, including school districts and individual schools, as systems with specific challenges. Students expand their knowledge of these systems, including their organization, administration, and climates, while learning systems-change theory and procedures for policy development. Emphasis is placed on the role of the school psychologist within these systems. A problem-solving, collaborative approach to change is emphasized.

PSYC 6396. Practicum in School Psychology I. 3 Hours.

Students develop the theoretical foundation necessary to design and implement intervention programs to promote mental health wellness and resiliency. Students gain direct field experience with the provision of psychological counseling used to assist children. Students also examine ethical issues related to intervention and prevention services.

Prerequisite: PSYC 5339.

PSYC 6397. Practicum in School Psychology II. 3 Hours.

Students bring theory and practice together to continue to develop skills required in practice. This course is designed as the culminating specialist-level, field-based experience. Students develop their skills in school-based practicum sites where they provide a variety of services (e.g., assessment, intervention) under the supervision of both field and university supervisors.

Prerequisite: PSYC 6396.

PSYC 7330. Clinical Psychology Proseminar. 3 Hours.

Students survey the field of clinical psychology, current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. Students also examine the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice.

PSYC 7333. Law and Social Psychology. 3 Hours.

(SH Prior Course ID: PSY 733); Students learn to apply social psychological theory and research to the legal system. Students critically examine contentious topics such as recovered memories, false confessions, eyewitness adequacy, death qualification, and the influence of social class in legal settings through careful study of a wide variety of original sources.

PSYC 7335. Law and Psychology. 3 Hours.

(SH Prior Course ID: PSY 735); Students explore historical and contemporary applications of the social sciences to the law. Students thoroughly examine the use of information derived from the science and profession of psychology to shape judicial, legislative, and administrative law.

PSYC 7336. Mental Health Law. 3 Hours.

(SH Prior Course ID: PSY 736); Students examine state and federal constitutional, statutory, and case law regulating mental health professional practice. Topics may include: child abuse/neglect reporting laws, civil commitment, confidentiality and privilege, duty to protect third parties from harm, psychiatric hospitalization of inmates, and state licensing requirements.

PSYC 7339. Developmental Psychopathology. 3 Hours.

Students examine psychological disorders among children and adolescents, as understood through current empirical literature. Students review the ways in which biological, social, and psychological processes interact in the development of—or resistance to—psychopathology by drawing from developmental psychology and general systems theory. Students consider the contextual and developmental influences on child psychopathology when the students review or conduct research. Students also thoroughly consider developmental and contextual factors when assessing and diagnosing childhood psychopathology.

PSYC 7360. Multicultural Psychology. 3 Hours.

Students examine the theoretical and methodological foundations of multicultural psychology as applied to clinical psychology. Students review and critique current research in the field and discuss applications of the course content to their practicum training and placements.

PSYC 7362. Ethics in Clinical Practice. 3 Hours.

Students examine the APA Ethical Principles of Psychologists and Code of Conduct as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. Students also critically examine the literature on ethics from a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas.

PSYC 7370. Empirically Supported Treatments. 3 Hours.

Students examine the psychosocial treatments for specific psychological disorders (e.g., depression, panic disorder) that have received substantial empirical support. Students also examine the methodological, practical, and political controversies surrounding the empirically supported treatment movement.

Prerequisite: PSYC 5330 and PSYC 5333.

PSYC 7374. Human Neuropsychology. 3 Hours.

Students examine brain-behavior relationships, including higher cortical functions. Specific consideration is given to the most common neurobehavioral syndromes likely to be confronted in clinical practice, administration of tests that are used to assess neuropsychological functioning, coverage of critical issues in differential diagnoses involving neuropsychological functioning, intervention implications, and scholarly research in clinical neuropsychology.

Prerequisite: PSYC 5330 and PSYC 5360 or PSYC 5395.

PSYC 7377. Cognitive and Affective Bases of Behavior. 3 Hours.

Students examine the intersection of affective and cognitive bases of behavior. Further, students explore the nature of emotion, delineates its components, and examine the roles of emotion in self-control, cognition, well-being, psychopathology, and relationships.

Prerequisite: Graduate Standing.

PSYC 7378. Social and Developmental Bases of Behavior. 3 Hours.

Students survey and integrate two disparate but related fields of psychology—social and developmental psychology. First, students learn core theories and research focuses related to each psychology field. Furthermore, students study theories and research topics to integrate knowledge across the two fields of psychology.

PSYC 7387. Multivariate Statistics in Psychology. 3 Hours.

Students examine the use of multivariate procedures in psychological research. Students use SPSS to conduct regression, MANOVA, discriminant analysis, and factor analyses on psychological data. Additional advanced procedures are reviewed.

PSYC 7388. Latent Variable Modeling. 3 Hours.

Students examine a group of statistical techniques, collectively known as latent variable models, which are used to measure constructs that are not directly observable. Instruction covers the conceptual background and statistical application of these models. Topics may include factor analysis, structural equation modeling, latent class analysis, and latent growth curve modeling.

Prerequisite: PSYC 5387.

PSYC 7392. Topics in Clinical Psychology. 3 Hours.

(SH Prior Course ID: PSY 792); Students examine in-depth selected topics in clinical psychology with content varying depending on the interests of faculty and students.

PSYC 8096. Dissertation I. 1-3 Hours.

Advanced research in clinical psychology. Variable Credit (1-3). Course Equivalents: PSYC 8396

Prerequisite: Consent of Clinical Training Committee.

PSYC 8097. Dissertation II. 1-3 Hours.

Advanced research in clinical psychology. Variable Credit (1-3). Course Equivalents: PSYC 8397

Prerequisite: Consent of Clinical Training Committee.

PSYC 8098. Dissertation III. 1-3 Hours.

Advanced research in clinical psychology. Variable Credit (1-3). Course Equivalents: PSYC 8398

Prerequisite: Consent of Clinical Training Committee.

PSYC 8099. Dissertation IV. 1-3 Hours.

Advanced research in clinical psychology. Prerequisites: Consent of Clinical Training Committee. Variable Credit (1-3). Course Equivalents: PSYC 8399 .

PSYC 8110. Internship I. 1 Hour.

Students engage in advanced clinical training onsite at their clinical internship. Course Equivalents: PSYC 8010, PSYC 8390

Prerequisite: PSYC 8382 and PSYC 8383.

PSYC 8111. Internship II. 1 Hour.

Students engage in advanced clinical training onsite at their clinical internship. Course Equivalents: PSYC 8011, PSYC 8391

Prerequisite: PSYC 8390 and consent of Clinical Training Committee.

PSYC 8112. Internship III. 1 Hour.

Students engage in advanced clinical training onsite at their clinical internship. Course Equivalents: PSYC 8012, PSYC 8392

Prerequisite: PSYC 8390.

PSYC 8360. Forensic Assessment I. 3 Hours.

Students examine issues related to conducting assessments for the criminal courts. Students review and critique current research in forensic psychology, as well as developing case law. Emphasis is placed on constructing the written report and on the ethical issues often faced in the forensic forum. This course will include a practicum component in which students perform forensic assessments with the instructor.

PSYC 8361. Forensic Assessment II. 3 Hours.

Students continue in their development of skills in forensic assessment with an emphasis on the civil case issues (e.g., juvenile evaluations, personal injury, and child custody). Students review current research in forensic psychology, as well as developing case law. Additionally, students develop competencies in expert testimony in the courtroom, and participate as witnesses defending a case they have completed in a mock trial exercise.

Prerequisite: PSYC 8360.

PSYC 8381. Beginning Doctoral Practicum. 3 Hours.

Students observe treatment under a peer supervisor. Students perform mock interviews under the supervision of the faculty instructor with the assistance of a peer supervisor. Students acquire skills in interviewing, mental status examination, suicide assessment, psychological diagnosis, and treatment planning. Ethical and multicultural issues will be explored in depth.

Prerequisite: PSYC 5330.

PSYC 8382. Doctoral Clinical Practicum I. 3 Hours.

Students deliver psychological services at the Psychological Services Center operated by program faculty or a related practicum site. Students attend a group supervision session emphasizing either psychological assessment and integrative report writing or psychotherapy. Students have practicum experiences that allow them to practice assessments or therapy skills under supervision from a licensed psychologist. Students will continue to enroll in this course for three semesters (9 hours).

PSYC 8383. Doctoral Clinical Practicum II. 3 Hours.

Students deliver psychological services at the Psychological Services Center operated by program faculty or a related practicum site. Students attend a group supervision session emphasizing either psychological assessment and integrative report writing or psychotherapy. Students have practicum experiences that allow them to practice assessments or therapy skills under supervision from a licensed psychologist. Students will continue to enroll in this course for three semesters (9 hours).

Director/Chair: **Jorge G Varela**

Jeffrey S Anastasi, PHD (jsa001@shsu.edu), *Professor of Psychology, Department of Psychology & Philosophy*, PHD, SUNY at Binghamton; MA, SUNY at Binghamton; BA, SUNY at Binghamton

Jaime Lynn Anderson, PHD (jla068@shsu.edu), *Associate Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Alabama-Tuscaloosa; MS, Eastern Kentucky University; BA, Univ of Dayton; BA, Univ of Dayton

Janella Kay Baxter, PHD (jxb211@shsu.edu), *Assistant Professor of Philosophy, Department of Psychology & Philosophy*, PHD, Univ of Illinois-Chicago; MA, Univ of Colorado; BA, Seattle University

Marcus T Boccaccini, PHD (psy_mtb@shsu.edu), *Distinguished Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Alabama-Tuscaloosa; MA, Univ of Alabama-Tuscaloosa; BS, Univ of Santa Clara

Maria Del Pi Botero Jaramillo, PHD (mdb037@shsu.edu), *Professor of Philosophy, Department of Psychology & Philosophy*, PHD, York University; MA, York University; BA, Universidad Javeriana

Kiana Ellen Cano, PHD (kec112@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Houston-Main; MA, Univ of Houston-Main; BA, Univ of Houston-Main

Daniella Kelleigh Cash, PHD (dkc025@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, LSU & A&M College; MA, Univ of Alabama-Huntsville; BS, Florida Southern College

Mary A. Conroy, PHD (psy_mac@shsu.edu), *Distinguished Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Houston-Main; MA, Colorado State University; BA, Michigan State University

James William Crosby, PHD (jwc014@shsu.edu), *Professor of Psychology and Associate Dean CHSS, Department of Psychology & Philosophy*, PHD, Oklahoma State University; MS, Abilene Christian University; BS, Abilene Christian University

Charlotte Rebekah Esplin, PHD (cre032@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Brigham Young University; MS, Brigham Young University; BS, Brigham Young University

Craig E Henderson, PHD (ceh003@shsu.edu), *Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of North Texas; MA, Hardin Simmons University; BS, Howard Payne University; BS, Howard Payne University

Hillary Anne Langley, PHD (hlangley@shsu.edu), *Associate Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of N Carolina-Chapel Hill; BA, Univ of N Carolina-Chapel Hill

Ryan J Marek, PHD (rxm147@shsu.edu), *Associate Professor of Psychology, Department of Psychology & Philosophy*, PHD, Kent State University; MA, Kent State University; BS, John Carroll University

Benjamin Mitchell-Yellin, PHD (bxm040@shsu.edu), *Adjunct Faculty, Department of Psychology & Philosophy*, PHD, Univ of Calif-Riverside; MA, Boston College; BA, Univ of Michigan

Adam P Natoli, PHD (apn017@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Adelphi University; MA, Adelphi University; MS, Eastern Michigan University; BA, Rider University

Ramona M Noland, PHD (psy_rmn@shsu.edu), *Associate Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Tennessee-Knoxville; BA, Wheeling College

Chelsea Gilts Ratcliff, PHD (chelsea.ratcliff@shsu.edu), *Associate Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Houston-Main; MA, Univ of Houston-Main; BA, Trinity University

Shelley Ann Riggs, PHD (sxr142@shsu.edu), *Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Texas At Austin; MA, Univ of Texas At Austin; BA, Univ of Texas At Austin; BA, Univ of Texas At Austin

Jared Robert Ruchensky, PHD (jrr107@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Texas A&M University; MS, Texas A&M University; BA, Creighton University

Nicholas Leonard Scheel, PHD (nls046@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of South Florida; MA, Univ of South Florida; BS, Univ of Wisconsin-Green Bay

Diane Stoebner-May, PHD (dxs011@shsu.edu), *Adjunct Faculty, Department of Psychology & Philosophy*, PHD, Univ of Houston-Main; MA, Univ of Texas-El Paso; BA, Univ of Texas-San Antonio

Jorge G Varela, PHD (jgv002@shsu.edu), *Professor of Psychology and Chair, Psychology and Philosophy, Department of Psychology & Philosophy*, PHD, Univ of Alabama-Tuscaloosa; MA, Univ of Alabama-Tuscaloosa; BA, Florida Int'L Univ

Stephen Walter White, PHD (sww012@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Mississippi; MA, Univ of Mississippi; BA, Univ of Mississippi

Mary Elizabeth Wood, PHD (mew095@shsu.edu), *Assistant Professor of Psychology, Department of Psychology & Philosophy*, PHD, Univ of Alabama-Tuscaloosa; MA, Univ of Alabama-Tuscaloosa; BS, Kennesaw State University