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Collection Development for the Department of Psychology,

Charles D. Bernholz

University of Nebraska at Lincoln, cbernholz2@unl.edu

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Collection Development for the Department of Psychology,
University of Nebraska-Lincoln
Charles D. Bernholz, December 2009
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Brief history of Department¹

The University of Nebraska was founded in Lincoln in 1871, but it took almost two decades until psychology courses were offered. The man who was singularly responsible for bringing psychology to the University was Professor Harry Kirk Wolfe, and thus the history of the Psychology Department begins with him.

Harry K. Wolfe enrolled as an undergraduate in the University in 1876, just five years after the University was chartered. Four years later, he graduated in a class of eight. Three years later, he went to Leipzig Germany to study in the laboratory of the founder of experimental psychology, Professor Wilhelm Wundt. In 1889, a few years after receiving his Ph.D., Professor Wolfe was hired by the University of Nebraska to teach psychology in the Department of Philosophy. According to some historians, the laboratory that he developed in his first year was the first psychology laboratory in the nation that was created entirely for undergraduate research. (Others, such as J. P. Guilford, who developed an international reputation in psychometrics, followed the tradition of both receiving an undergraduate degree from the University of Nebraska and then returning to Nebraska with a Ph.D. to join the psychology faculty.)

Within two years of being hired, Professor Wolfe petitioned the Regents of the University to establish an independent Department of Psychology, but the Regents delayed exactly 50 years before granting that request. Thus for years, psychology was taught through the Department of Philosophy. A survey conducted in 1928 of the 616 American Psychological Association members asked them to list the institution that first inspired them to study psychology. The University of Nebraska, still without a formal Department of Psychology, ranked third.

As a superb teacher and mentor, Professor Wolfe established a tradition that we endeavor to follow today. That tradition has resulted in a total of six Presidents of the American Psychological Association graduating from the University of Nebraska. No other University in the Nation can match that record.²

Department's perspective on the profession

¹ Text material and program specifications taken from the Department's [website](#) in September 2009.

² As a supplement to the Department's history, see Wolfe's The new psychology in undergraduate work, *Psychological Review* 2, 382-387 (1895) that discusses the introduction of experimental and physiological psychology into the curriculum.

When considering a major in psychology, it is helpful to review the positions of a few related fields. Sociology is a field similar to psychology in that human behavior is being considered. The focus of psychology tends to be upon the individual while the focus of sociology tends to be upon the individual functioning as a part of a group, or on groups, organizations, and institutions in general.

Educational psychology, social work, and human development also fall within the same tradition as does psychology. Discrepancies exist, however, because psychology concerns itself with an individual throughout the total life span, while human development and educational psychology are concerned with the individual while he or she is in a particular age group. Educational psychology is different yet, due to its focus on the educational process (the psychology of learning) an individual will experience from, roughly, ages two to 22 years. [It is not limited to the ages of 2-22, as it also includes adult learners.] Human development, on the other hand, is interested in an individual's problem solving abilities and how these abilities are implemented. Social work takes more of a community approach, identifying the specific needs of an individual and matching those needs with a particular agency's resources, as well as providing family therapy. The individual's environment tends to be the focus.

It is human behavior that draws all of these fields together, so if you are struggling to determine which field is for you, you should look at the separate curricula and note that each field's applications are different.

Psychology is the study of human and animal behavior (normal and abnormal) and the psychological, social, and biological processes related to that behavior. Psychology has three faces: It is a discipline, a major subject of study in colleges and universities. It is a science, a method of conducting research and of understanding behavioral data. Finally, psychology is a profession, a calling which requires one to apply special knowledge, abilities, and skills in order to solve human problems.

There is diversity within the broad field of psychology so one may choose to focus on a particular area within the field. Follow this link for an explanation of the [major areas of specializations](#) and concentration for psychologists. This list is not all-inclusive however, because new opportunities for study in psychology are constantly emerging.

Undergraduate degree requirements

- **The Psychology Major Requirements - 1999-2000 to the Present Year Bulletins**

32 total credits hours are required for this major. A minor is also necessary. Descriptions can be found for the following courses on pages 194-195 of the 2006-2007 Undergraduate Bulletin (2005-2006 on pages 186-188; 2004-2005 on pages 199-201; 2003-2004 on pages 195-196)

Our Psychology courses are divided into two distinct groupings below. Our **Group 1** courses represent psychology as a natural science, with methods and approaches that are widely

shared with biology, chemistry and others. Biological and cognitive psychology are traditionally considered to be more closely aligned with these disciplines than are the other fields in psychology.

Our **Group 2** courses represent psychology as a social science, with methods and approaches that are widely shared with sociology, education, and anthropology. Social, developmental, and clinical psychology are traditionally considered to be most similar to these social sciences.

Although for purposes of the major we think of these as distinct groups, in practice the distinctions can often be blurred. For example, many developmental psychologists study the role of genes in development, and many clinical psychologists are interested in the brain mechanisms of psychological disorders.

Psychology 181 Introduction to Psychology (4 credits) (If you transfer in an introductory Psychology course and it is only 3 credits, you will need to make up the 1 credit difference at some point by either doing research for a professor or graduate student or taking a 4 credit course like 450 or 451.)

2. Two courses from each of the following groups:

Group 1: (Cognition/Learning/Bio Psych)

- 233. Aggression (3 credits)
- 263. Introduction to Cognitive Processes (3 credits)
- 268. Learning and Motivation (3 credits)
- 270. Evolution, Behavior, and Society (3 credits)
- 360. Psychology of Language (3 credits)
- 373. Biopsychology (3 credits)

Group 2: (Personality/Social/Developmental)

- 287. Psychology of Personality (3 credits)
- 288. Psychology of Social Behavior (3 credits)
- 289. Developmental Psychology (3 credits)
- 380. Abnormal Psychology (3 credits)

3. Psychology 350 Research Methods and Data Analysis (4 credits)

4. One course from each of the following groups

Group 1: 460 Human Memory (3 credits)

- 461 Learning Processes (3 credits)

463 Perception (3 credits)
465 Behavioral Neuroscience (3 credits)
BIOS 462 Animal Behavior (3 credits)

Group 2: 462 Motivation and Emotion (3 credits)

483 Psychology of Social Behavior (3 credits)
485 Theories of Personality (3 credits)
486 Clinical Psychology (3 credits)
488 Community Psychology (3 credits)
489 Child Behavior and Development (3 credits)

5. Any two additional 400-level courses (3 credits each), excluding 496, 497, 499

Integrative Studies Courses in Psychology include the following:

216, 263, 268, 288, 350, 421, 425, 428, 440, 450, 451, 456, 460, 461, 462, 463, 483, 486

Look here for a detailed description of all the [different areas of specialization in psychology](#).

- **Psychology Minor** (according to the 2005-2006 undergraduate bulletin)

Look here for information about the [Alternative Minor -Individualized Program of Studies](#).

The requirement of minors is variable within the College and depends upon the student's major department. The Psychology Department **requires** that you have a minor. Two minor plans are available:

Plan A. A single minor is completed and the requirements for individual minors are stated in the areas of study listings (pgs. 127-128 of the 2006-2007 Bulletin; pgs. 121-122 of the 2005-2006 Bulletin; pg. 136 of the 2004-2005 Bulletin; pg. 132 of the 2003-2004 Bulletin; pgs. 133-134 of the 2002-2003 Bulletin; page 131 of the 2001-2002 and 2000-2001 Bulletins; page 129 of the 1999-2000 Bulletin). **Generally**, a Plan A minor consists of 18 hours, but there are exceptions!

Plan B. Two minors are completed with fewer hours in each subject than the number required for a single minor. **Generally**, Plan B minors consist of 12 hours in two areas. Beginning with the 1998-99 academic year, many departments eliminated their former Plan B option and have only a Plan A option.

Be sure to consult the individual department listings in your Undergraduate Bulletin for the minor requirements. They are very clearly spelled out there. Also, if you are following a "Traditional" minor plan, please declare it in 107 Oldfather; they have forms available there to take care of this for you.

Traditional minors available outside the College of Arts and Sciences are listed in the section “Areas of Study” under “Areas Offering Minors Only” on page 128 of the 2006-2007 Undergraduate Bulletin (pg. 122 of the 2005-2006 Bulletin; page 137 of the 2004-2005 Bulletin; pg. 132 of the 2003-2004 Undergraduate Bulletin; pgs. 133-134 of the 2002-2003 Bulletin; page 131 of the 2001-2002 and 2000-2001 Undergraduate Bulletins; 129 of the 1999-2000 Bulletin).

Please look this list over carefully.

If the course is taken at UNL, any passing grade will apply to the minor. In order for transfer credit from another university to apply to the minor, it must be a grade of C or better. Students may take up to six credit hours pass/no pass.

Plan A minor (minimum 18 credit hours) – one minor

1. Psychology 181 (4 cr., or equivalent introductory psychology transfer course)
2. Psychology base: minimum of two courses (5 cr. min) at the 200-level or above
3. Upper-level requirement: minimum of three courses (9 cr.) at the 300-level or above

Note: no more than three credit hours from the following courses can count toward the minor: PSYC 296, 297, 299, 396, 496, 497, 499.

Plan B minor (minimum 12 credit hours) – two minors

1. Psychology 181 (4 cr., or equivalent introductory psychology transfer course)
2. Psychology base: three additional courses (8 cr. min) at the 200-level or above.

Note: no more than three credit hours from the following courses can count toward the minor: PSYC 296, 297, 299, 396, 496, 497, 499.

Graduate degree requirements

The Department of Psychology at the University of Nebraska–Lincoln offers graduate programs that emphasize the development of research and teaching excellence, collegial partnerships between students and faculty, and the cross-fertilization of ideas between specializations in the context of a rigorous, but flexible, training program. The graduate program is small enough to offer individual attention to each graduate student, yet large enough to provide a broadly based foundation for research and scholarship. Consequently, graduate students quickly become involved in the department’s diverse research activities, teaching opportunities, applied practica and internships, and governance processes.

The psychology graduate program is one of the largest graduate programs in the university. There are five focused programs (biopsychology, clinical, cognitive, social, and developmental) and the interdisciplinary program in law/Psychology. There are approximately 100 full-time graduate students enrolled in the psychology graduate program during a typical semester. Students come from all over Nebraska, the U.S., and the world to pursue graduate training in psychology at UNL. One unique aspect of the psychology graduate program is its dual focus on rigorous research training and excellence in teaching. As is evident from the articles elsewhere in this newsletter, the graduate programs are research-intensive and offer many opportunities for students to engage in collaborative and independent research.

In addition, students have numerous teaching opportunities open to them. As teaching assistants, they gain teaching experience instructing undergraduates while working closely with faculty. As lead instructors, students design their own courses and build their teaching portfolios. Support for developing teaching skills is provided both within the department (e.g., a course on Teaching Methods for Psychology is offered each Fall) and by other units at UNL (e.g., periodic workshops sponsored by the Office of Graduate Studies). By taking advantage of these opportunities, psychology graduate students have won University-wide teaching awards.

Graduates from the psychology department at UNL go on to a wide variety of careers after obtaining their doctorates. Recent graduates have gone into a variety of academic and nonacademic positions. Those pursuing careers in academia have entered post-doctoral positions at research universities, or gone directly into faculty positions at research universities and liberal arts colleges across the U.S. Other students have gone into consulting or policy positions in the private sector, or into research positions at state or federal agencies.

The graduate program in psychology at the University of Nebraska–Lincoln is a top-rated program with a distinguished faculty and a vibrant student body. The department will no doubt play a significant role in the future of psychological research, preparing scholars who will disseminate their knowledge and experience to future generations of scholars across the country and the world.

Specialized facilities to support the Department's mandate

- **Psychological Consultation Center**

The Psychological Consultation Center (PCC) is part of the Clinical Psychology Training Program, which was established in the late 1940s. The PCC provides outpatient psychotherapy and assessment services for children, adolescents, adults, couples, and families.

Services at the PCC are provided primarily by doctoral students in clinical psychology. PCC staff is committed to offering sensitive and inclusive services for gay, lesbian, transgendered, and heterosexual persons from a range of cultural backgrounds. Every attempt is made to match clients to therapists who can best serve their needs. All students are supervised by licensed psychologists.

Specialty Services:

Anxiety Disorder Clinic

The Anxiety Disorders Clinic provides state-of-the-art, comprehensive assessments and short-term psychosocial treatments of anxiety disorders. Comprehensive assessments provide differential diagnosis and treatment recommendations. Empirically validated, psychosocial treatments can be coordinated with other treatment providers.

Family Interaction Skills Clinic

The Family Interaction Skills Clinic helps clients address problems of parent-child conflict and the consequences of child abuse and neglect. Specialized services include:

Project Safe

Project SAFE provides free, effective, and comprehensive group therapy services for children and adolescents who have been sexually abused and for their nonoffending parents. Project SAFE helps youth and families deal with the impact of sexual abuse. Referrals from local agencies are welcomed, and treatment can be coordinated with other service providers. Treatment procedures have been demonstrated to be effective and useful for participating families.

Individualized Services

Therapists provide state-of-the-art assessment and treatment for children and their families. Services address a variety of needs, including child/adolescent behavioral and emotional problems, parenting skills, and family conflict. Consultation and evaluation services are provided to area agencies.

- **Research laboratories: programs and directors**

[Behavioral Neuropharmacology Lab](#)

[Rick A. Bevins](#)

[Behavioral Sciences Computerized Data Collection Laboratory](#)

[Biopsychology Laboratory](#)

[Ming Li](#)

[Child Maltreatment Research Team](#)

[David J. Hansen](#)

[Family Violence and Injury Lab](#)

[David DiLillo](#)

[Health and Addiction Vulnerability Laboratory](#)

[Dennis McChargue](#)

[Latino Research Initiative](#)

[Legal Decision Making Lab](#)

[Rich Wiener](#)

[Serious Mental Illness Research Group](#)

[William Spaulding](#)

Library collection development to support Psychology's activities

Psychology is a very broad discipline, premised upon both biological and social sciences, as demonstrated succinctly here by the Group 1 and Group 2 paths to a Psychology major. The concept of a blurred boundary between these two imposed categories is a very real characteristic of this profession. This may be observed more directly in the Department's annual [Nebraska Symposium on Motivation](#) that yields an edited volume that is distributed internationally through Springer. This endeavor has been carried out since 1953, and is well received primarily because of its scope. [More than fifty volumes](#) have been published.

Further, the Department encourages students to become more fully involved through [direct participation in laboratory activities](#), which serve as educational as well as pragmatic building blocks towards a better understanding of the profession. One byproduct of this approach is that the process drives undergraduate students to prepare for graduate school, a mandatory route for a career in this discipline. Therefore, the diversification observed in these available programs; in the list of support and research facilities; and in the graduate program options of biopsychology, clinical, cognitive, social, and developmental psychology must be reflected in the Libraries' acquisitions.

Appropriate collection development emphasis (R = research; S = study; B = basic level)

- **Subclass BF – where BF 1-990 applies to Psychology. The areas of Parapsychology (1001-1389) and Occult Sciences (1404-1999) are not relevant here.**³

BF 38-64 Philosophy. Relation to other topics – S
BF 173-175.5 Psychoanalysis – S

³ Source: http://www.loc.gov/aba/cataloging/classification/lcco/lcco_b.pdf

BF 176-176.5	Psychological tests and testing – R
BF 180-198.7	Experimental psychology – R
BF 203	Gestalt psychology – S
BF 207-209	Psychotropic drugs and other substances – R
BF 231-299	Sensation. Aesthesiology – R
BF 309-499	Consciousness. Cognition - including learning, attention, comprehension, memory, imagination, genius, intelligence, thought and thinking, psycholinguistics, mental fatigue – R
BF 501-505	Motivation – R
BF 511-593	Affection. Feeling. Emotion – S
BF 608-635	Will. Volition. Choice. Control – S
BF 636-637	Applied psychology – R
BF 638-648	New Thought. Menticulture, etc. – S
BF 660-685	Comparative psychology. Animal and human psychology – R
BF 692-692.5	Psychology of sex. Sexual behavior – S
BF 697-697.5	Differential psychology. Individuality. Self – R
BF 698-698.9	Personality – R
BF 699-711	Genetic psychology – R
BF 712-724.85	Developmental psychology - including infant psychology, child psychology, adolescence, adulthood – R
BF 725-727	Class psychology – S
BF 795-839	Temperament. Character – S
BF 839.8-885	Physiognomy. Phrenology – B
BF 889-905	Graphology. Study of handwriting – B
BF 908-940	The hand. Palmistry – B

- **Subclass RC – applicable to Psychology⁴**

RC49-52	Psychosomatic medicine – R
RC321-571	Neurosciences. Biological psychiatry. Neuropsychiatry – R
RC346-429	Neurology. Diseases of the nervous system, including speech disorders – S
RC435-571	Psychiatry – S
RC475-489	Therapeutics. Psychotherapy – R
RC490-499	Hypnotism and hypnosis. Suggestion therapy – S
RC500-510	Psychoanalysis – R
RC512-569.5	Psychopathology – R
RC512-528	Psychoses – R
RC530-552	Neuroses – R
RC554-569.5	Personality disorders. Behavior problems, including sexual problems, drug abuse, suicide, child abuse – R
RC569.7-571	Mental retardation. Developmental disabilities – R

⁴ Source: http://www.loc.gov/aba/cataloging/classification/lcco/lcco_r.pdf

RC952-954.6 Geriatrics – S

Electronic resources

The strong research factor in the Department's curricula relies to a great extent upon products formed to target professional journals of the American Psychology Association. Thus, the Libraries' subject e-resource page for [Psychology](#) promptly points to *PsycArticles*, *PsycCritiques*, and *PsycInfo*. The latter is the standard vehicle in almost any Psychology department in North America and is used to introduce undergraduates to research methods and findings. The other two components serve to supplement the use of *PsycInfo*.

The digital collection includes systems for educational psychology (represented by *ERIC* from three different vendors); social psychology/sociology (*Social Services Abstracts* and *Sociological Abstracts*); psychological testing (*Mental Measurements Yearbook* and *Tests in Print*); gender and family studies (*Family & Society Worldwide*, *Gender Studies Database*, and *LGBT Life*); and *Science Citation Index* from 1990.

Other already available electronic databases, including some full-text ones, are useful for psychological studies. Academic Search Premier, JSTOR, and Lexis/Nexis contain a substantial amount of full-text material that will bolster any study in psychology. The Department, through their Library Liaison Dr. Rick Bevins, has reported satisfaction with the overall cross-section of resources. In particular, they appreciate the availability of electronic ones that are found to be more conducive to convenient use than are materials in paper format.

Language

English is the dominant language in psychology scholarship, and so it serves as the preferred language of publication for all materials. Non-English materials are collected selectively, where Spanish remains an important second language for the area of social psychology. Translations are preferred to non-English materials; important historical experimental psychology works from the last quarter of the nineteenth century have been converted, in many cases as long as a century ago. As just one example, the famous Judd 1902 translation of Wilhelm Wundt's *Grundriss der Psychologie (Outlines of Psychology)* is itself a second revised English edition that was taken from the fourth revised German edition. Similar publication paths exist for other materials in the area.