

Psychology Biopsychology

College of Humanities and Sciences

Presentation Overview

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- Faculty Profile
- Alumni Profile



Dr. John D. Pierce, Jr.

Professor and Program Director for Psychology and Biopsychology

B.S. Saint Joseph's University (1981)
M.A. University of Nevada Reno (1985)
Ph.D. University of Florida (1989)

Publications

Author of 51 published articles and 136 conference presentations

Recent Work

Stitz, M., & Pierce, J.D., Jr. (2013). Changes in Appearance in the Presence of Major Stress Events. *Sage Open Journal*, 3, 1-8; DOI: 10.1177/2158244013485093.

Johnson, M.J., & Pierce, J.D. Jr., Mavandadi, S., Klaus, J., Defelice, D., Ingram, E., & Oslin, D.W. (2016). Mental Health Symptom Severity in Cannabis Using and Non-using Veterans with Probable PTSD. *Journal of Affective Disorders*, 190, 439-442.

Sorokowska, et al., (2017). Preferred Interpersonal Distances: A Global Comparison. *Journal of Cross-Cultural Psychology*, 48(4), 577-592. DOI: 0.1177/0022022117698039

2017 FAR Advanced Leadership Institute Division II (2018). Enhancing Campus Conductivity: Resources for Faculty Athletics Representatives to Engage in Conversations about Intercollegiate Athletics. <http://www.ncaa.org/governance/division-ii-far-resources>.

Sorokowska, et al., (2018). Global study of social odor awareness, *Chemical Senses*, 43 (7), 503-513. <https://doi.org/10.1093/chemse/bjy038>

Awards

2010 President's Award for Excellence

2007 Dean of Faculty's Recognition Award for Advising



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Jefferson

CREATE WHAT'S NEXT

Psychology is the study of behavior and mental processes. In this innovative curriculum, students will obtain an in-depth understanding of the principles of behavior, the scientific methods used to study behavior, and appropriate ways to apply such knowledge.

Biopsychology is a unique combination of disciplines focusing on the biological bases of behavior such as brain and bodily processes, the role of the sensory systems, and the evolutionary roots of behavior. The major is ideal for further studies in psychology, biopsychology, neuroscience, animal behavior, allied health fields and scientific research.



The Psychology Curriculum includes a minimum of 16 required Psychology courses to provide a comprehensive overview of the field with a solid research foundation and an opportunity for a specialized focus.

Eight Core Psychology Courses	Eight Designated Elective Courses (Select 2 from each section)
<p>Introduction to Psychology Physiological Psychology Abnormal Psychology Developmental Psychology Statistics for the Behavioral Sciences Research Methods for the Behavioral Sciences Advanced Research in Psychology Senior Colloquium in Psychology</p>	<p><i>Experimental Psychology:</i> Forensic Psychology, Learning Theory, Cognitive Psychology, History of Psychology, Sports Psychology <i>Social/Organizational Psychology:</i> Social Psychology, Industrial/Organizational Psychology, Psychological Assessment, Interpersonal Relations & Small Group Dynamics, Personality Theory, Cultural and Social Diversity <i>Clinical Psychology:</i> Clinical Psychology, Counseling Psychology, Marriage and Family, Psychology of Addiction, Psychology of Trauma, Introduction to Art Therapy <i>Biological Bases of Behavior:</i> Comparative Psychology, Human Sexuality, Psychopharmacology, Sensations and Perceptions</p>

The Biopsychology Curriculum includes a minimum of 13 required Major courses and 7 Concentration Courses including the Psychology core curriculum, foundation courses in the natural sciences, and 4 specialty courses in the biological bases of behavior.

Core Psychology Courses

Introduction to Psychology
 Developmental Psychology
 Statistics for the Behavioral Sciences
 Research Methods for the Behavioral Sciences
 Advanced Research in Psychology
 Senior Colloquium in Psychology

Core Biopsychology Courses

Physiological Psychology
 Comparative Psychology
 Psychopharmacology
 Sensations and Perceptions

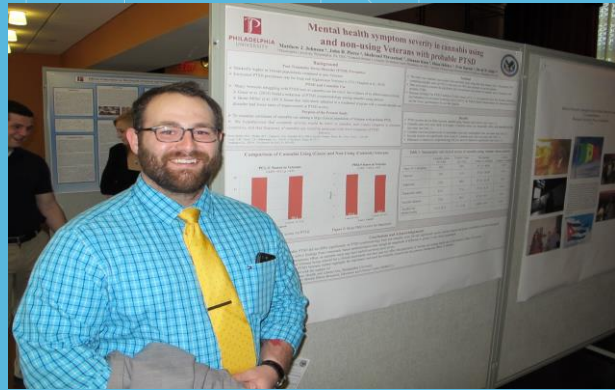
Concentration Option A: Pre-Med Specialization

Calculus I & II, Organic Chemistry I & II, Physics I & II, 3 advanced Biology or Psychology courses

Concentration Option B: Graduate Studies

7 advanced Biology or Psychology courses (at least three from each discipline)

SAMPLE STUDENT WORK



Assessing Attributions of Victim Blame as a Function of Trauma Type Developing Trauma Sensitivity in Emerging Healthcare Professionals

Kimberly RJordan, M.S., Stephen Diconato, PhD, LDC, Jo Anne Pierce, Jr., Ph.D. Thomas Jefferson University College of Humanities & Sciences, Philadelphia, PA

Abstract

Trauma survivors who blame themselves for their trauma are at a higher risk of developing post-traumatic stress disorder (PTSD) and other mental health issues. This study examined how attributions of victim blame, the attribution of degree of responsibility to environmental risk factors, and the extent of trauma exposure influenced the development of trauma sensitivity in emerging healthcare professionals. Participants were assigned to one of three trauma types: rape, sexual assault, and physical assault. Participants were then asked to rate their level of victim blame, the attribution of degree of responsibility to environmental risk factors, and their level of trauma exposure. Results showed that participants who attributed more victim blame to themselves and to environmental risk factors were more likely to develop trauma sensitivity. This finding has implications for healthcare professionals who work with trauma survivors.

Introduction

With increased recognition of the need for mental health services, it is important to understand the factors that contribute to the development of trauma sensitivity in emerging healthcare professionals. This study examined how attributions of victim blame, the attribution of degree of responsibility to environmental risk factors, and the extent of trauma exposure influenced the development of trauma sensitivity in emerging healthcare professionals. Participants were assigned to one of three trauma types: rape, sexual assault, and physical assault. Participants were then asked to rate their level of victim blame, the attribution of degree of responsibility to environmental risk factors, and their level of trauma exposure. Results showed that participants who attributed more victim blame to themselves and to environmental risk factors were more likely to develop trauma sensitivity. This finding has implications for healthcare professionals who work with trauma survivors.

Methods

Participants were assigned to one of three trauma types: rape, sexual assault, and physical assault. Participants were then asked to rate their level of victim blame, the attribution of degree of responsibility to environmental risk factors, and their level of trauma exposure. Results showed that participants who attributed more victim blame to themselves and to environmental risk factors were more likely to develop trauma sensitivity. This finding has implications for healthcare professionals who work with trauma survivors.

Results

Participants who attributed more victim blame to themselves and to environmental risk factors were more likely to develop trauma sensitivity. This finding has implications for healthcare professionals who work with trauma survivors.

Conclusions and Acknowledgments

This study suggests that attributions of victim blame, the attribution of degree of responsibility to environmental risk factors, and the extent of trauma exposure influenced the development of trauma sensitivity in emerging healthcare professionals. Participants who attributed more victim blame to themselves and to environmental risk factors were more likely to develop trauma sensitivity. This finding has implications for healthcare professionals who work with trauma survivors.

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Social Dominance Orientation Shapes Eco-Friendly Product Perceptions

J. Colin Long & John D. Pierce, Jr., Ph.D. Thomas Jefferson University, CHS, Philadelphia, PA

Abstract

The present study assessed the effect of social dominance orientation (SDO) on perceptions of eco-friendly products. SDO is a personality trait that reflects an individual's beliefs about the appropriate social hierarchy and the extent to which they support it. The study found that individuals with high SDO scores were more likely to perceive eco-friendly products as less desirable and less effective. This finding has implications for marketers and policymakers who want to promote eco-friendly products.

Introduction

The relationship between SDO and perceptions of eco-friendly products has been explored in a number of studies. These studies have found that individuals with high SDO scores are more likely to perceive eco-friendly products as less desirable and less effective. This finding has implications for marketers and policymakers who want to promote eco-friendly products.

Method

Participants were assigned to one of two groups: high SDO and low SDO. Participants were then asked to rate their perceptions of eco-friendly products. Results showed that individuals with high SDO scores were more likely to perceive eco-friendly products as less desirable and less effective. This finding has implications for marketers and policymakers who want to promote eco-friendly products.

Results

Individuals with high SDO scores were more likely to perceive eco-friendly products as less desirable and less effective. This finding has implications for marketers and policymakers who want to promote eco-friendly products.

Changes in Appearance in the Presence of Major Stress Events

Megan E. Stitz and John D. Pierce, Jr., Ph.D. Philadelphia University, College of Science, Health, and the Liberal Arts, Philadelphia, PA

Abstract

The relationship between major stress events and changes in appearance has been explored in a number of studies. These studies have found that individuals who experience major stress events are more likely to experience changes in appearance. This finding has implications for healthcare professionals who work with individuals who have experienced major stress events.

Introduction

Major stress events can have a significant impact on an individual's appearance. This study examined how major stress events influenced changes in appearance. Participants were assigned to one of two groups: high stress and low stress. Participants were then asked to rate their perceptions of their own appearance. Results showed that individuals who experienced major stress events were more likely to perceive their own appearance as less desirable. This finding has implications for healthcare professionals who work with individuals who have experienced major stress events.

Method

Participants were assigned to one of two groups: high stress and low stress. Participants were then asked to rate their perceptions of their own appearance. Results showed that individuals who experienced major stress events were more likely to perceive their own appearance as less desirable. This finding has implications for healthcare professionals who work with individuals who have experienced major stress events.

Results

Individuals who experienced major stress events were more likely to perceive their own appearance as less desirable. This finding has implications for healthcare professionals who work with individuals who have experienced major stress events.

Attitudes Toward Sexual Victimization on College Campuses and the Impact of Rape Culture

Rachel Stohm, M.S. & John D. Pierce, Jr., Ph.D. Thomas Jefferson University College of Humanities & Sciences, Philadelphia, PA

Abstract

Attitudes toward sexual victimization on college campuses are influenced by rape culture. This study examined how rape culture influenced attitudes toward sexual victimization. Participants were assigned to one of two groups: high rape culture and low rape culture. Participants were then asked to rate their attitudes toward sexual victimization. Results showed that individuals who were exposed to a high rape culture were more likely to have negative attitudes toward sexual victimization. This finding has implications for educators and policymakers who want to reduce the impact of rape culture on college campuses.

Introduction

Rape culture is a set of attitudes and beliefs that normalize sexual violence. This study examined how rape culture influenced attitudes toward sexual victimization. Participants were assigned to one of two groups: high rape culture and low rape culture. Participants were then asked to rate their attitudes toward sexual victimization. Results showed that individuals who were exposed to a high rape culture were more likely to have negative attitudes toward sexual victimization. This finding has implications for educators and policymakers who want to reduce the impact of rape culture on college campuses.

Method

Participants were assigned to one of two groups: high rape culture and low rape culture. Participants were then asked to rate their attitudes toward sexual victimization. Results showed that individuals who were exposed to a high rape culture were more likely to have negative attitudes toward sexual victimization. This finding has implications for educators and policymakers who want to reduce the impact of rape culture on college campuses.

Results

Individuals who were exposed to a high rape culture were more likely to have negative attitudes toward sexual victimization. This finding has implications for educators and policymakers who want to reduce the impact of rape culture on college campuses.

- **American Psychological Association**

- APA is the largest scientific and professional organization of psychologists in the United States with over 118,000 members.

- **Association for Psychological Sciences**

- APS is the leading international organization dedicated to advancing scientific psychology across disciplinary and geographic borders. The association provides a richer understanding of the world through research, teaching, and application of psychological science.

- **American Counseling Association**

- The American Counseling Association is the world's largest organization representing professional counselors in various practice settings.
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Zumana Noor

NEWARK, DE
CLASS OF 2022/23

I chose Jefferson because it was the right fit for me! The small classroom sizes allows for students to develop personal relationships with professors and to learn in an intimate setting. The Community & Trauma Counseling Program is perfect for anyone who is interested and passionate about mental health care!

“Through Jefferson, I met phenomenal professors that genuinely care for the students and provide abundant resources to aid them.”

For anyone interested in Jefferson, I say go for it! You will not find a better school where you can gain immediate hands-on experience and be provided with the right resources to thrive now and in the future.





Ricky Effing

PHILADELPHIA, PA
CLASS OF 2020

I chose Jefferson after I attended Accepted Students' day. This opportunity showed me hands-on what it was like to interact with the faculty in the Psychology program. This program does a tremendous job of educating students on theory and application. They always push you to talk about and research what you're most interested in. This has helped me discover my interest in psychology and helped me obtain a job starting this June.

"Never be afraid to ask for something. Everyone is here to help you."

Get out of your comfort zone. There are so many opportunities to grow here and the professors are excellent guides to help you get to where you want to be.



Dr. Jenna K. Rieder

DEPARTMENT OF PSYCHOLOGY, VISITING ASSISTANT PROFESSOR

BA IN PSYCHOLOGY FROM VASSAR COLLEGE
PhD IN PSYCHOLOGY (COGNITIVE & BEHAVIORAL NEUROSCIENCE) FROM THE GRADUATE CENTER, THE CITY UNIVERSITY OF NEW YORK

Dr. Rieder is interested in the effects of stress on physical and mental health. Her research has focused on physiological stress reactivity in chronically stressed and trauma-exposed populations.

COURSES

- PSYC-322 - RESEARCH METHODS FOR THE BEHAVIORAL SCIENCES
- PSYC-201 - ABNORMAL PSYCHOLOGY
- PSYC-213 - DEVELOPMENTAL PSYCHOLOGY
- PSYC-371 - HEALTH PSYCHOLOGY

Dr. Jenna K. Rieder

DEPARTMENT OF PSYCHOLOGY, ASSISTANT PROFESSOR

In her work on stress reactivity in trauma survivors, Dr. Rieder has been especially interested in physiological factors unique to women (e.g., hormone fluctuations). These factors have been understudied in both humans and animal models, but can impact daily affective experiences for women, and potentially impact risk for psychopathology. Dr. Rieder's teaching is infused with insights from her research, and also encourages students to consider stressors that differentially impact women and members of marginalized groups.

“The stress response encompasses neural, neuroendocrine, cognitive, and affective components, meaning it’s not ‘just in your head’. It impacts the entire body and influences overall health and well-being.”

Jefferson students are very professionally oriented and passionate about their chosen areas of their study. Small class sizes at Jefferson allow our highly motivated students to get individualized attention and tailored feedback from dedicated faculty.

Dr. Anahid Modrek

DEPARTMENT OF PSYCHOLOGY, ASSISTANT PROFESSOR

BA IN PSYCHOLOGY FROM UC BERKELEY

PHD IN PSYCHOLOGY FROM COLUMBIA UNIVERSITY

Dr. Modrek's research interests include the study of cognitive and sociocultural processes involved in the development of reasoning, learning, self-regulation and academic achievement, with a focus on individual differences, pedagogy, classroom atmosphere, and school-related beliefs.

COURSES

- STAT-220 - STATISTICS FOR THE BEHAVIORAL SCIENCES
- PSYC-213 - DEVELOPMENTAL PSYCHOLOGY
- PSYC-101 - INTRODUCTION TO PSYCHOLOGY



Dr. Anahid Modrek

DEPARTMENT OF PSYCHOLOGY, ASSISTANT PROFESSOR

My interest in psychology began with the study of individual differences, all in aims to better understand how outcomes - inevitably shaped by our environments - can also be predetermined by the person. To that end I take a developmental approach in my work to explore exactly that.

“With lemons you can of course make lemonade. Or, if you choose, you can make lemon soufflé.”

I enjoy teaching at Jefferson primarily because of the intimate and close interactions I am allotted with my students. Jefferson students seem very open to asking questions, and voicing their opinions, making teaching here that much more of a fruitful experience. Jefferson does a great job preparing students for the interdisciplinary world we live in, by training them in a wide range of fields, by experts committed to teaching.



Dale S. Michaels

DEPARTMENT OF PSYCHOLOGY, ASSOCIATE PROFESSOR

BA MESSIAH COLLEGE

MS COUNSELING AND HUMAN RELATIONS, VILLANOVA UNIVERSITY

Professor Michaels is interested in counselor education, developmental trauma and the impact of trauma through the lifespan. He is a licensed professional counselor and has over thirty-four years experience in residential treatment and private practice working with children, adolescents, and adults.

COURSES

- PSYC-201 - ABNORMAL PSYCHOLOGY
- PSYC-214 - HISTORY OF PSYCHOLOGY
- PSYC-221 - PERSONALITY THEORY
- PSYC-222 - COUNSELING PSYCHOLOGY
- PSYC-410 - SENIOR COLLOQUIUM IN PSYCHOLOGY

Dale S. Michaels

DEPARTMENT OF PSYCHOLOGY

In his practice, Professor Michaels' areas of specialization include developmental trauma, extreme stress and trauma, mood and anxiety, and substance abuse and dependence. Additionally, supportive therapy addresses concerns regarding self-concept and esteem, identity, and relational problems. He has been especially interested in counselor education and the development and growth of curricula that better prepare undergraduate students for graduate studies and future work, as well as developing curricula for graduate studies in community and trauma counseling. Professor Michaels brings his years of practice experience to his teaching, enabling him to impart a rich depth of knowledge and insights for aspiring psychology and biopsychology students.

“You are the author of your life. Explore your self and the world, and make it a conscious act to shape the person you become and the life you will lead.”

Small class sizes at Jefferson and the role of faculty advising for psychology students provide the opportunity to know and mentor individuals, while they are undergraduates and beyond. Our students consistently convey an appreciation of that individualized attention, and the ability to tailor their coursework to indulge their interests and support their preparation for future endeavors.



Danielle Guldin

Actress, Producer, Writer
Schuylkill Haven, Pennsylvania(hometown)
New York City, NY (current)
CLASS OF 2008

IMDB Profile: <https://www.imdb.com/name/nm3980553/>

Danielle previously served as a Nuclear, Biological, and Chemical Defense Specialist in the United States Marine Corps. Danielle also spent a year as an NFL Cheerleader for the Philadelphia Eagles during her career at Philadelphia University.

Danielle has earned four acting awards at the Auckland International Film Festival, the Chain NYC Film Festival, the Hollywood International Moving Pictures Film Festival, and the New York City International Film Festival, US

Meagan Yates

UPPER SCHOOL COUNSELOR, THE SHIPLEY SCHOOL
LICENSED PROFESSIONAL COUNSELOR, PRIVATE PRACTICE

LIMERICK, PA (hometown)
PHILADELPHIA, PA (current)
CLASS OF 2014 (BS) CLASS OF 2016 (MS)



Meagan chose Jefferson to pursue her desires of working with people and continuing her athletic career. Through her learning experience, interacting with dedicated professors and captivating classes, she felt compelled to further her education and enroll in the Community and Trauma Counseling graduate program at Jefferson. She strongly feels the Jefferson cohort model and professor encouragement have provided continued support long after graduation. Meagan's experiences at Jefferson have shaped her to feel confident and proficient in the field where she is currently working with children, adolescents and adults while completing her doctorate degree.

While entering Jefferson unsure of where her four-year experience would lead, the support and guidance from Jefferson and the psychology program could not have set her up for a more meaningful and fulfilling path.



Jefferson

Thomas Jefferson University