



CABRINI COLLEGE

PSYCHOLOGY DEPARTMENT

STUDENT HANDBOOK

2015

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Preface

The faculty and students of the Psychology Department offer you a warm welcome and wish you every success on your new venture as an undergraduate psychology major. The pages that follow contain information that will introduce you to our psychology program and give you the necessary information to make a successful start. The study of psychology is a challenging academic pursuit that requires good critical thinking, research skills, quantitative reasoning and effective writing—all of which fit nicely into the liberal arts and sciences curriculum of Cabrini College. The applied aspects of psychology have utility in a wide variety of fields ranging from education to business and to science. The skills and knowledge you acquire as a psychology major should serve you well in any field you choose to pursue as well as augmenting and supporting the Cabrini College Justice Matters curriculum and mission.

Important Note: Contents of this manual are for general informational purposes and may change upon discretion of the Psychology Department. For all academic matters of importance, students must consult directly with their department advisor.

This handbook is available online at www.cabpsy.net

I. The Psychology Major

The course of study for psychology majors is based on a generalist model that is designed to prepare students for a variety of fields within psychology as well as in related disciplines. Heavy emphasis is given to preparing students for graduate study and in learning those skills necessary to function effectively in a field that is based on empirical research. Through careful consultation with department advisors, students may elect courses that provide a concentration in specialty areas such as clinical, counseling, developmental, educational, social and organizational psychology. Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and Sciences education.

Students are encouraged to pursue double majors and minors. The department works closely with the sociology, criminology and social work programs through sharing both faculty and resources where reasonable and possible. This arrangement has worked well for two important reasons; (1) it enhances the student's career opportunities and (2) it allows for diversity of curricula and faculty.

It is important to note that students who plan careers as professional psychologists must recognize that graduate training in psychology is necessary in order to reach that goal. Therefore, if there is any hesitation or ambivalence on your part regarding motivation to go to graduate school, we will spend considerable time advising you on the ramifications of such a decision.

The goals, practices and expected student outcomes of the psychology program are clearly integrated within the general mission of the College. There are several key features to the College mission. These include:

1. Belief in an educational philosophy that not only prepares students for careers, but enables them to live lives of dignity and purpose.
2. Assists students in actualizing their potential—personally and professionally—so that they may better understand themselves, be more sensitive to the needs of the global community and contribute productively to society. These attributes are identified as the *Qualities of the Liberally Educated Person*.
3. Critical Thinking and Aesthetic Appreciation
Understanding of Self and Others
Values and Commitments
Effective Social Interaction
Expertise and Future Growth
Emphasis placed on the Core Values of the College which include, Respect, Community, Vision, and Excellence.
4. The goals, objectives and expected outcomes for the Psychology Major, as articulated in this document, clearly embrace the College Mission. Moreover, activities and external experiences are identified as they relate to our Goals, Objectives and Outcomes and are available for assessment.

I. The Psychology Faculty

Dr. Edna Barenbaum is a professor of education. Her Ph.D. is from Temple University in the fields of special education and school psychology. She is active in professional organizations in psychology and special education. She has co-authored and developed psycho-educational assessment instruments for diagnosis and screening of children in the schools. Research activities have included studies in depression and anxiety. She is also on the Editorial Board of Reading and Writing Quarterly. Her office is on the first floor of the Iadarola Center.

Dr. Maya K. Gordon is an assistant professor of psychology. She received a M.A. and Ph.D. in Developmental Psychology from the University of Michigan and completed postdoctoral teaching and research at Wellesley College. Dr. Gordon's specialty areas include adolescence, race and gender in psychology, self-esteem, identity development, and media influences on children and adolescents. Her current research examines how media portrayals of African Americans influence various psycho-social outcomes in African American youth. She is also interested in the development of youth empowerment programs for children of color. Her office is on the first floor of the Iadarola Center.

Dr. Tamarah Smith is an assistant professor of psychology. She received her doctoral degree in educational psychology from Temple University after earning her M.S. in applied statistics from West Chester University. Her research focuses on the misapplication of research methods in psychology as well as factors related to the learning of statistics. She is the author of the RMSA, an educational assessment tool to measure learning of APA quantitative skills. Currently, she is researching the impact of students' individual attitudes as well as their perception of peer and faculty attitudes on learning, particularly in statistics and research methods classes. She also serves as the co-principal investigator for the investigation of psycho-social well-being of orphaned and vulnerable children living in Swaziland, a project supporting the work of the Cabrini Ministries St. Philip's Mission.

Dr. Melissa Terlecki is an assistant professor of psychology. She received her doctoral degree from Temple University with specialty areas in cognition, and cognitive neuroscience. Her research interests include spatial ability and mental rotation, experiential factors and gender differences in spatial ability, and environmental psychology. She is currently recruiting students to work with her on research relating to spatial abilities associated with video games and computer experiences, as well as community-based research on the environment (several local projects). Dr. Terlecki serves as an advisor to the newly formed Cabrini Chapter First Year Student Honor society, advisor to the Psi Chi Chapter Honor Society and chairs the Cabrini College IRB. Her office is on the first floor of the Iadarola Center.

Dr. Anthony Tomasco is professor of psychology and the Psychology Department chairman. He earned a doctorate from Temple University. His specialty areas include experimental psychology, educational psychology, research and measurement, history of psychology, school psychology, and quantitative methods. He has received certification as a school psychologist and he is a licensed psychologist in the state of Pennsylvania. Past research activities included studies related to psychosis and responsibility, effectiveness of special intervention programs for elementary school children, instructional and affective dimensions of effective college teaching. More recent interests include brain and behavior studies, historical connections between philosophy and psychology; perspectives on human nature; genius and creativity; and mentoring undergraduate students in the research process. His office is on the first floor of the Iadarola Center.

II. Curricular Scheme for the Cabrini Psychology Major*

Introductory Psychology (100 level)

Introduction to Psychology (or equivalent)

Psychological Theory Courses (200-300 level)

Developmental Psychology

Social Psychology

Personality

Quantitative Methodology in the Social Sciences (200-300 level)

Statistics

Research Methods I (Designing and Proposing Research)

Research Methods II (Research Practicum)

Specialty Courses (200-400 level)

Metacognition

Brain and Behavior

Psychology and Health

Abnormal Psychology

Educational Psychology

Psychological Assessment

Psychological Perspectives of Attitudes and Learning

Developmental Psychopathology

Experiential and Laboratory Oriented Courses (300-400 level)

*Laboratory Experience in Neuropsychology***

*Laboratory Experience in Learning***

*Laboratory Experience in Sensation and Perception ***

*Laboratory Experience in Cognition***

Internship

Tutorial/Teaching in Psychology Practicum

Professional Development

Capstone for the Major (400 level)

*Senior Seminar in History and Systems of Psychology **

Honors in the Major (400 level)

Honors Research Practicum

Honors Courses (General Curricula)

Psychology in the Media

Psychology of Genius, Creativity and Discovery

Social identity and Psychological Development

****Requirements for Psychology Majors are in italics.***

*****Any 2 of the 4 laboratory courses are required.***

The Psychology Major

The course of study for psychology majors is based on a generalist model that is designed to prepare students for a variety of fields within psychology as well as in related disciplines. Heavy emphasis is given to preparing students for graduate study and developing those skills necessary to function effectively in a field that is based on empirical research.

Through careful consultation with department advisors, students may elect courses that provide a concentration in specialty areas such as clinical, counseling, developmental, educational, social and organizational psychology. Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and sciences education.

Students are encouraged to pursue double majors and minors. The department works closely with the sociology, criminology, and social work programs through sharing both faculty and resources where reasonable and possible. This arrangement has worked well for two important reasons: it enhances the student's career opportunities, and it allows for diversity of curricula and faculty.

It is important for students who plan careers as professional psychologists to know that graduate training in psychology is essential. Therefore, great emphasis is given in our program to preparing students for future graduate training and education.

Program Objectives

The objectives of the Psychology Major are those prescribed by the American Psychological Association and include the knowledge, skills, and values consistent with the Science and Application of Psychology.

- Demonstrated familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Application of basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use of critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understanding and application of psychological principles to personal, social, and organizational issues.
- Demonstrated ability to weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of psychology as a discipline.

The Psi Chi International Honor Society

Psi Chi is an international honor society whose purpose is to advance the science of psychology and to stimulate and encourage scholarship in all fields, especially psychology. To apply for candidacy in the organization, students must be a psychology major or minor; have completed a minimum of 9 credits in psychology with a B average, and attained a cumulative GPA of 3.4 or higher.

Psychology Major Standards and Requirements

In general, first-time, first-year students will be accepted to Cabrini College with the Psychology major as their "intended" field of study based on criteria set by Cabrini's Admissions Office. Once enrolled at the college and after completion of one full-time semester (12 or more credits), students must submit a formal application to the department and meet the following criteria:

- Completion of one full-time semester (12 or more credits) of coursework including PSY 101 or its equivalent with an overall GPA of 2.33;
- Successful completion of MAT 111 or placement in MAT 113 or higher;

- Students must have a 2.33 (C+) or higher GPA in all required psychology courses;
- Students with a major or cumulative GPA below 2.33 will be considered “on probation” within the department and must schedule a formal planning session with the department chair to rectify this situation.

Students failing to meet one or more of the above requirements and are denied admission to the department may appeal the decision by submitting a written appeal to the department chair.

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY	Credits
PSY 101 - Introduction to Psychology	3
PSY 205 - Brain and Behavior	3
PSY 271 - Statistics for the Social Sciences I	3
PSY 272 - Statistics for the Social Sciences II	3
PSY 303 - Personality Theories	3
PSY 305 - Social Psychology	3
PSY 320 - Developmental Psychology	3
PSY 341 - Research Methods I	3
PSY 342 - Research Methods II	3
PSY 400 - Senior Seminar (Capstone for the Psychology Major)	3
 <i>Select any two of the following:</i>	
PSY 322 - Laboratory Experiences in Sensation and Perception	3
PSY 403 - Laboratory Experiences in Cognition	3
PSY 401 - Laboratory Experiences in Neuropsychology	3
PSY 402 - Laboratory Experiences in Learning	3
 Electives from any department	 26–42
Total credits for major	36

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

The Psychology Department offers a minor program made up of 18 credits of psychology courses. At least nine credits must be from Cabrini College courses at the 200 level or above. Courses with grades of “C-” or lower may not be used to fulfill the psychology minor requirements. Students wishing more information should consult the Department.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 101 - Introduction to Psychology (I)

Students are introduced to the scientific study of human behavior. Special attention is given to the biological, psychological, and social processes underlying human behavior within the framework of modern psychological research. Satisfies the Individual and Society Explorations Requirement for non-psychology majors.

Offered fall and spring, 3 credits.

PSY 201 - Metacognition

Metacognition can be considered "thinking about thinking," involving self-awareness and reflection. Self-awareness is closely tied to learning, leadership, personal success, and achievement. Individuals may differ in their social, emotional, and cognitive awareness, thus students will explore personal assessments of such and track both formative and summative growth as we learn more about metacognitive theories and practice. Particular attention will be paid to self-awareness as an aspect of leadership. Students will also engage in many metacognitive activities that allow reflection on personal cognition.

Offered spring, 3 credits.

PSY 205 - Brain and Behavior

This course is for the serious student who wishes to learn more about the science of psychology. The course has a strong biological emphasis and covers topics such as evolution and behavior, the nervous system and sensory-motor function, genes and behavior, emotion and the nervous system, language, drugs and addiction, psychological disorders, sleep and consciousness.

Prerequisites: PSY 101, BIO 177 or their equivalent.

Offered fall and spring, 3 credits.

H-PSY 260 - Social Identity and Psychological Development

This course will provide a study of how race, class, and gender can influence an individual's psychological, social, and educational experiences. Students will explore how societal messages about race, class, and gender help to shape an individual's worldview and what they see as possible for themselves. Special attention will be given to schools, parents, and media as agents of race, class, and gender socialization. We also will focus on how our educational and life experiences/opportunities are different for various race, class, and gender groups. Students will be prompted to think about societal and institutional changes that could provide equal opportunities for all human beings regardless of race, class, and gender.

Prerequisite: PSY 101.

Offered fall alternate years, 3 credits.

PSY 271 - Statistics for the Social Sciences I

This is a computer-intensive course that instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability, hypotheses testing, t-tests. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using IBM SPSS software.

Prerequisite: MAT 110 or higher. In special cases and with the approval of the department chair, students may substitute SOC 271 for PSY 271.

Offered fall, 3 credits.

PSY 272- Statistics for the Social Sciences II

This is a computer-intensive course that instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include analysis of variance, regression, correlation, introduction to multivariate techniques and selected non-parametric techniques. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using IBM SPSS software. This course is required for psychology, sociology, and criminology majors, who have priority in registering.

Prerequisite: MAT 110 or higher. In special cases and with the approval of the department chair, students may substitute SOC 272 for PSY 272.

Offered spring, 3 credits.

PSY 280 - Media Influences and Psychological Development (I)

This course examines media influences on children and adolescents. The importance of the media in lives of children and adolescents and the unique vulnerabilities present at each developmental stage will be discussed. Students will learn about the different theoretical approaches to the study of media influences and review current research on both content and consequences of media portrayals for today's youth. Readings and discussion will focus on media portrayals of violence, race, gender, beauty and how they affect children's attitudes about themselves and others. Special emphasis is placed on identifying strategies and programs that can weaken media effects.

Offered fall, 3 credits.

H-PSY 301 - Honors Psychology: Psychology of Genius, Creativity and Discovery

This course examines genius, creativity and discovery in the fields of science, art, and music from a psychological perspective. Readings from the empirical research literature, as well as biographical and autobiographical materials will be studied.

Offered spring, alternate years. 3 credits.

H-PSY/COM 302 - Honors Psychology: Psychology in the Media

This course examines media formats such as books, magazines, movies, video, music, video games, marketing and advertising through the lens of psychological theory and research. Activities and assignments include critiques, debates, reaction papers, field and analytic research.

Offered fall, 3 credits.

PSY 303 - Personality Theories

The major theorists who have sought to answer the controversial questions concerning human personality are encountered in a comprehensive manner. Students are encouraged to develop the ability to critique these theorists through guided exercises in self-analysis. Some theoretical approaches studied include: psychoanalytic, behavioral, humanistic, and cognitive.

Prerequisite: PSY 101.

Offered fall, 3 credits.

PSY 305 - Social Psychology

Students examine the impact of society and culture on the individual's emotions, thought processes, motives, and behavior. Research findings are presented in relationship to major theoretical approaches. In special cases and with the approval of the Department Chair, students may substitute SOC 305 for PSY 305.

Prerequisite: PSY 101 or SOC 215 or equivalent.

Offered fall, 3 credits.

PSY 309 - Abnormal Psychology

Course reviews abnormal behavior patterns including anxiety reactions, psychoses, personality disorders, organic syndromes, and drug abuse. Emphasis is on contemporary points of view as they relate to etiology, dynamics, and treatment.

Prerequisite: PSY 101.

Offered spring, 3 credits.

PSY 312 - Developmental Psychopathology

This course offers a developmental approach to the etiology, diagnosis, and treatment of psychopathology. Students study disorders from infancy to adolescence in relation to developmental theory. Factors and controversial issues explored include, but are not limited to, genetic, neurobiological, intellectual, cultural, psychoanalytic, and behavioral correlates.

Prerequisite: PSY 101 and PSY 320.

Offered fall, 3 credits.

PSY 313 - Psychological Assessment

Students study and interpret major psychological tests in common use today: intelligence, achievement, psychomotor, vocational and personality. Students select one test and perform a critical analysis of its psychometric properties, its strengths and weaknesses, and its uses in contemporary society.

Prerequisite: PSY 101; PSY 320 is strongly recommended. (Formerly entitled Tests and Measurements).

Offered spring, 3 credits.

PSY 316 - Positive Psychology and Health

This course is an introduction to positive and health psychology and will explore the social, psychological and behavioral consequences for health and well-being. Prerequisite: PSY 101.

Offered fall, 3 credits.

PSY 317- Psychological Perspectives of Attitudes and Learning (V)

This course will explore the way in which attitudes shape our educational experiences. Students will read both theoretical and empirical works relating to the topic such as those by Eccles & Wigfield, Shau and Aiken. In addition, students will explore the way this effect on learning impacts our contemporary society as well as their own lives.

Satisfies the values Literacy Requirement for non-psychology majors.

Prerequisite: PSY 101.

Offered fall, 3 credits.

PSY 320 - Developmental Psychology

Students examine the development of the human being through conception, birth, infancy, early childhood, elementary school age, and early adolescence.

Major theories of human development are explored.

Topics for discussion include critical developmental and controversial issues.

Prerequisite: PSY 101.

Offered fall and spring, 3 credits

PSY 322 - Laboratory Experiences in Sensation and Perception

This course focuses on the physiological aspects of our senses. Sensation and perception provides the basis for understanding our thinking and behavior in an ever-changing world. Lecture is complemented by online demonstrations and experiments. The classroom environment will be interactive and students will engage in classroom discussion and participation.

Prerequisite: PSY 101; PSY 205.

Offered spring, 3 credits.

PSY 330 - Educational Psychology

This course attempts to apply research from developmental psychology, learning, motivation, personality, and assessment to children and teachers in traditional educational settings. Cultural diversity is addressed in the study of children and families in the school setting. Prerequisite: PSY 320.

Offered fall and spring, 3 credits.

PSY/SOC 341 - Research Methods I

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student-authored research proposal.

Prerequisites: Psychology or sociology introductory and upper-division courses, PSY/SOC 271 and 272 or its equivalent. In special cases and with the approval of the Department Chair, students may substitute SOC 341 for PSY 341.

Offered fall and spring, 3 credits.

PSY/SOC 342 - Research Methods II

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the completion of a student-authored research study.

Prerequisites: Psychology or sociology introductory and upper-division courses, PSY/SOC 271 and 272 or its equivalent. In special cases and with the approval of the Department Chair, students may substitute SOC 342 for PSY 342.

Offered fall and spring, 3 credits.

PSY 400 - Senior Seminar

This course provides a capstone experience for psychology majors. Using history as a foundation for inquiry and discussion, students study and interpret the significance of historical events in philosophy, science and early experimental psychology to gain perspective on the growth and development of twentieth century psychology. Students are required to demonstrate their understanding of psychology as well as their growth and maturity as prospective college graduates in a final comprehensive oral examination.

Prerequisite: Psychology majors only or department approval.

Offered fall and spring, 3 credits

PSY 401 - Laboratory Experiences in Neuropsychology

This course will introduce students to the field of neuropsychology. Emphasis will be given to an examination of selected brain-behavior relationships and neuroanatomical correlates of cognitive and behavioral dysfunction. Laboratory activities will supplement lecture and discussion.

Prerequisite: Psychology majors only or department approval.

Offered fall, 3 credits

PSY 402 - Laboratory Experiences in Learning

This course will introduce students to the basic principles of learning within the context of classical and operant theory. Research and clinical applications are used to frame the applied aspects of learning. Laboratory activities will supplement lecture and discussion.

Prerequisite: Psychology majors only or Departmental approval.

Offered fall and spring, 3 credits

PSY 403 - Laboratory Experiences in Cognition

Students are introduced to the experimental analysis of human cognition. Lecture and laboratory assignments relating to perception, memory and problem solving will in part define the area of study for this course. Prerequisite: Psychology majors only or department approval; PSY/SOC 341.

Offered fall, 3 credits

R-PSY 466 - Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project.

Prerequisite: Department approval.

Variable credit; 6 credits maximum.

PSY 495 - Psychology Internship

Psychology internship experiences are offered to upper-division psychology majors who meet prerequisite GPA and skill requirements as determined by psychology department faculty. Students should anticipate spending at least one full day per week during the semester at their designated field site for each three-credit experience. In addition, all interns must attend weekly seminars and individual meetings with their Cabrini supervisor. Prerequisite: Department approval.

Variable credit, 6 credits maximum.

PSY 497 - Professional Development in Psychology

This course is a Web-based professional development course for students wishing to pursue careers as a psychologist. Activities include career and graduate school exploration, resume writing, self-exploration of strengths and weaknesses, personal statement writing and interview preparation. Prerequisite: Offered fall and spring, Prerequisite: Department approval. Not repeatable for credit. Offered fall and spring, 1 credit

PSY 498 - Honors Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written in APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval. Variable credit, 6 credits maximum

PSY 499 - Independent Study

This course offers independent but directed course of study dealing with topics not usually found in the curriculum. Before registration, students must submit a comprehensive plan detailing the course of study and outcomes they wish to achieve. Prerequisite: Approval of instructor, department chair, and Dean for Academic Affairs. Fee. Variable credit, 3 credits maximum.

Four Year Course Planning Guide for the Psychology Major

SEMESTER 1

- (3) PSY 101
- (3) MATH (LITERACY)
- (3) SCIENCE (LITERACY) (BIO 177)
- (3) ECG 100
- (3) LANGUAGE (LITERACY)
- (1) COL 101

[16 SEMESTER CREDITS]

SEMESTER 3

- (3) PSY 303* OR 305* OR 205*
- (3) ECG 200
- (3) RELIGION (LITERACY)
- (3) PSY 271*
- (3) INDIVIDUAL AND SOCIETY (EXPLORATION)

[15 SEMESTER CREDITS]

SEMESTER 5

- (3) PSY 341*
- (3) PSY LAB EXPERIENCE I*
- (3) ECG 300 OR VALUES
- (3) PSY ELECTIVE
- (3) AESTHETIC APPRECIATION (EXPLORATION)

[15 SEMESTER CREDITS]

SEMESTER 7

- (3) PSY 400 OR ELECTIVE
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)
- (3) PSY INTERNSHIP OR ELECTIVE
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)

[15 SEMESTER CREDITS]

SEMESTER 2

- (3) PSY 320*
- (3) MATH (LITERACY)
- (3) SCIENCE (LITERACY)
- (3) IST (LITERACY)
- (3) LANGUAGE (LITERACY)
- (1) PROFESSIONAL DEVELOPMENT I

[16 SEMESTER CREDITS]

SEMESTER 4

- (3) PSY 303* OR 305* OR 205*
- (3) PSY 303* OR 305* OR 205*
- (3) HERITAGE (EXPLORATION)
- (3) PSY 272*
- (3) PSY LAB EXPERIENCE I*

[15 SEMESTER CREDITS]

SEMESTER 5

- (3) PSY INTERNSHIP OR ELECTIVE
- (3) VALUES OR ECG 300
- (3) PSY ELECTIVE
- (3) PSY LAB EXPERIENCE II*
- (1) PROFESSIONAL DEVELOPMENT II*
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)

[16 SEMESTER CREDITS]

SEMESTER 8

- (3) PSY 400 OR ELECTIVE
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)
- (3) PSY INTERNSHIP OR ELECTIVE
- (3) ELECTIVE OR (SECOND MAJOR, MINOR)

[15 SEMESTER CREDITS]

123 CREDITS TOTAL

Notes:

- Courses in **RED** are required for the psychology major.
- Courses in **BLUE** are the **EGC**, **LITERACY** and **EXPLORATION** core courses.
- Note that **LITERACY** and **EXPLORATION** core courses may not hold a PSY prefix.
- Courses marked as ELECTIVE are free electives but may also satisfy requirements for a second major or a minor.
- Courses with asterisks have prerequisites.
- Always consult with your advisor when doing your course planning.
- Internships require special department approval from Dr. Barenbaum, the Internship Coordinator.

VIII. Frequently Asked Questions

Who Are We?

The Psychology Department employs four full-time and several part-time professors. In addition, we collaborate and share courses with our colleagues in the sociology and social work departments. Listed below you will find the names and contact information for faculty in the psychology major.

Cabrini College Psychology Faculty

Edna Barenbaum, PhD
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(Psychology Department)

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Marguerite DiMattia
(Psychology Department)

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Maya Gordon, PhD
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How do I become a Psychology Major?

There are Psychology Department requirements for entrance into the department, so do not assume major status is automatic. Most of our students choose the major in their first or second year at Cabrini. Some start the major as late as their junior year but the latter is often accompanied by some difficult scheduling problems that may require summer courses and/or an extra semester.

All psychology majors must complete the formal major application process that has two parts: (1) The Cabrini College declaration of major form (available from the Registrar or the Academic Affairs Office); (2) The Psychology Department's application form; (a copy appears in the appendix).

Once you have completed both forms, schedule an appointment with one of the department's full time faculty to review your application.

What if I want to combine Psychology with a program from another department such as a second major or a minor?

You are in luck! We strongly support your accepting extra challenges. In fact, most psychology majors have earned two or more degrees (BA, BS, BSW) while at Cabrini College. However, you must make a commitment to academic excellence from the beginning of your academic career if you are to succeed in the double major. It is not recommended for students who do not have a solid "B" average.

Some of the programs that may be attractive to our students, as second majors include:

- | | |
|--|---------------------------|
| Biology | Philosophy |
| Business | Religion |
| Elementary & Early Childhood Education | Human Resource Management |
| Special Education | Communications |
| Social Work | History/Political Science |
| Sociology | Criminology |

It is important to note that when you elect a second major, you will, in most instances, need to complete all the requirements as defined by both departments. There are some exceptions when courses within programs have redundant or similar requirements. In those instances we will work with the second department to help reduce this redundancy.

Some of the programs that have been attractive to our students, as minors, have included:

- | | |
|---------------------------|------------------------|
| Business | Philosophy |
| Sociology | English/Communications |
| Criminology | Biology |
| Education | Physical Therapy |
| History/Political Science | Occupational Therapy |

Students should consult the College Catalog and their academic advisor for information regarding double majors and minors.

What organizations may I join?

The psychology department sponsors two organizations, the Psychology Club and Psi Chi. The Psychology Club is open to all students. It meets at least once a month and plans for films, field trips, speakers, and parties. It has been an active club on campus over the last ten years and welcomes all students.

Psi Chi is the National Honor Society of the discipline of Psychology. Students must be in the top third of their classes to join. The average grade in psychology courses must be at least a B (3.0) with a cumulative GPA of 3.4 or higher. There is a one-time fee of 55 dollars. When you go to graduate school, you may transfer your membership to the chapter there. There is a formal induction ceremony for new members each year. Dr. Terlecki is currently the Psi Chi faculty advisor.

Does the Psychology Department have an Honors Program?

Psychology majors who meet the department requirements for honors will graduate with honors in psychology: (1) membership in the Psi Chi Honor Society; (2) a minimum overall GPA of 3.4; (3) a minimum cumulative GPA of 3.5 in all psychology courses taken at Cabrini College; and (4) successful completion PSY 498, the Research Practicum.

What is the role of Student Research at Cabrini and in the graduate school acceptance process?

Research is a major component in the undergraduate psychology curriculum. Many of our core courses require some form of research activity. The focal point for most research projects is the Research Methods courses (PSY 341-2).

The Cabrini Psi Chi Chapter publishes a student research journal each year. Senior psychology students submit papers that go through an editing process. The journal is published each May and consists of APA style research papers that students have written in their junior and/or senior years. Usually, these papers come from the Research Methods course.

Upon recommendation by the department faculty, students may submit papers to the Delaware Valley Psi Chi Undergraduate Research Colloquium and, in certain cases, to the PPA, EPA, or APA. These presentations are considered as publications and make valuable additions to your resume. We have been very successful in having our students' research accepted at conferences. It makes a major difference in your graduate school application if you have made a presentation at a scholarly conference. Students who elect some form of presentation of their research should register for the Independent Research course (PSY 499) with Dr. Tomasco before the first semester of their senior year.

What can I do with a degree in psychology?

In order to qualify for a career as a Psychologist, one must earn an advanced graduate degree—MA/MS, Ph.D/PsyD. Career information for the field of psychology is abundant. The Psychology Department sponsors several activities each year for students wishing to learn more about career opportunities. In addition, students should take advantage of the services provided by the Career Counseling Department and the department faculty. The Psychology Department's website is another good source for career information (<http://www.cabpsy.net/>). The American Psychological Association's (APA) website provides a wealth of information for and about psychology, psychologists and psychology students. The APA site (<http://www.apa.org>) should be book marked on your browser's favorites list. Presented below is a screen capture from that website.

In order to be well prepared upon graduation, one should focus on career planning and development throughout the entire college experience at Cabrini College. College enables students to explore a variety of career options, thereby enhancing one's career decision-making capabilities.

Some self-reflection exercises, appropriate at different stages of your undergraduate life, may be found in the appendix. As a department, your faculty requires that you participate in this development program. Use these questions from the appendix and review your reflections with your advisor, regularly, and in a timely fashion. (If you are reading this document from the web, you can print out a copy).

As first year students, you will most likely be concentrating on the core and major requirements appropriate for entry level. The entry level courses for psychology are PSY 101- Introduction. Your psychology course, along with your writing and SE 100 classes will provide you with plenty of opportunities for some serious critical thinking about where you have been and where you want to go – especially within the context of who you are. So now is the time for you to get to know yourself better by identifying your strengths, weaknesses, values, skills, and interests as they relate to how you want to live your life. Individual counseling, personality and interest inventories, *Focus2*, a computerized career development system available in the Office of Cooperative Education and Career Services, will assist you in this process. Participation in on-campus activities is recommended as well as pursuing career related-employment. C.E.O. (Career Experience Opportunity) enables students to gather information about specific careers by meeting or speaking with Cabrini Alumni employed in such professions.

As sophomores, armed with greater knowledge of self, students need to increase information regarding possible occupational goals. Books in the Career Library will be useful. *Focus2*, the Strong Interest Inventory, SDS, COPS, (available in the Office of Cooperative Education and Career Services) will help one focus on career options. Talk to people in fields of interest, volunteer or work at a summer job in order to explore tentative choices. Try a course or two in a field, which may be appropriate to supplement your psychology degree. Consider a Cooperative Education placement related to your course of study. Cooperative Education is a course available to students in the second semester of sophomore year, junior and senior years.

Decision-making and formal exploration continues through junior year. Set tentative career goals junior year is a good time for reality testing. Seek experiences to see if what you think is a suitable career really is. Information interviewing (talking to people employed in your field of interest) is extremely helpful. Continue to utilize the CEO Program. Consider the possibility of another Internship or Co-opposition. If graduate school realistically fits into your life plan, begin identifying and exploring appropriate schools. Use the graduate school selector module available on *Sigi3*. Information about the GREs, Miller Analogy tests, LSATs and MCATs is available in the Office of Cooperative Education and Career Services. During senior year, seek ways to enhance entry-level credentials. Now is the time to develop and begin to implement job search strategies. While seeking employment and/or applying to graduate schools, be certain to consider all options.

<http://www.apa.org/careers/resources/guides/careers.aspx>

IX. Student Research Accomplishments

Recent

AGGRESSION IN RELATION TO SINGLE-CHILD FAMILIES AND MULTIPLE-CHILD FAMILIES

LAUREN M. KEELEY (CABRINI COLLEGE)

ABSTRACT Bandura (1961) suggests that behaviors are acquired through interactions with others. For example, children mimicking aggressive behaviors learned with siblings (Temcheff, Serbin, Martin-Storey, Stack, Hodgins, Ledingham, et al., 2008). The current study examined if experiencing aggression from siblings would be related to exhibiting aggressive behaviors. A sample of 171 students was surveyed and results showed there was a correlation between the frequency of experiencing such aggression and being aggressive towards your peers.

THE EFFECTS OF BODY IMAGE AND SELF-ESTEEM ON ROMANTIC RELATIONSHIP

STEPHANIE CAROLINE MINNECI (CABRINI COLLEGE)

The research examined the level of satisfaction found in romantic relationships and if body image and self-esteem correlated with the level of satisfaction. A total of 50 undergraduate residents of a college (33 females and 17 males) that are in a romantic relationship were asked to self-report on their body image, self-esteem, and satisfaction in the relationship. I hypothesized that there would be a significant differences in the three variables reported between women and men.

ATTITUDINAL DIFFERENCES ON MARRIAGE RELATED TO GENDER AND PARENTAL MARITAL STATUS

COURTNEY ALIO (CABRINI COLLEGE)

The effects of a parental divorce and attitudes towards marriage were examined to see if they had an effect on adolescent romantic relationships. A convenience sample of undergraduate students (53 women, 32 men) participated in this study. A Discriminant Analysis was conducted to evaluate if thoughts on marriage differed according to gender. Significant gender differences were found: women had more positive thoughts about marriage than the men did. Parental divorce showed no significant results.

Past Years

GENDER STEREOTYPES AND THEIR ASSOCIATIONS TO CAREERS

ELENA N. BROWN (CABRINI COLLEGE)

Gender is a crucial part of individual identity, yet it is tainted by gender stereotypes that are present in today's career domain. By utilizing a semantic differential technique, in my study I expect to find that participants will stereotypically assign 16 traits for each profession based on the gender associated with that profession. By calculating the means of these responses, results suggest the continuance of career gender stereotypes apparent among a sample of college students.

STEREOTYPE THREAT AND ITSEFFECTS ON FEMALES

CHASE MONTGOMERY (CABRINI COLLEGE)

This study's goal was to examine the effects stereotypes have on the short-term memory capacity of women. Research shows that exposure to stereotypes can negatively affect short-term memory. Fifty females participated and were divided into control and experimental groups. The experimental group was told that males perform better on the memory test they were about to take. Analysis compared performance using t tests. There was no significant difference in performance found between the two groups.

FACTORS INFLUENCING HAPPINESS: GENDER AND EMPATHETIC CONCERN

ALLISON M. UDRIS (CABRINI COLLEGE)

This study examines the relationship between gender and happiness, factors contributing to happiness, and the association between happiness and empathetic concern. Research suggests that empathetic individuals are more satisfied with their lives than others (Gruhn, 2008), and women report higher levels of empathetic concern than men. Results of this study indicated no significant gender difference regarding levels of happiness or factors contributing to happiness, but women consistently reported higher levels of empathy than men.

DEVELOPING A PREDICTION MODEL FOR PROCRASTINATION

AMANDA M SIZEMORE (CABRINI COLLEGE)

Self-report measures from a convenience sample of 173 undergraduate students for self-esteem, self-efficacy, internal control, task aversiveness, fear of failure, academic year and procrastination were collected with the purpose of creating a prediction model for procrastination. Following step-wise multiple regression procedures, a prediction model for procrastination was defined with task aversiveness, internal control, and college year as significant predictors. The present research supports previous findings. Suggestions for future research were made.

THE STRESS-MODERATING EFFECTS OF HUMOR: A FAILURE TO REPLICATE

CHRISTINA M BRIGLIA (CABRINI COLLEGE)

Previous findings have indicated the positive moderating effects of humor on stress. The present investigation of 154 undergraduate college students was an attempt to replicate these findings. A 2 (gender) x 2 (humor) ANOVA found no significant humor effect or interaction between gender and humor. There was a significant main effect for gender showing women perceived significantly higher levels of stress ($F(1, 149) = 4.16; p < 0.05$). Implications for failure to replicate were discussed.

DO COLLEGE STUDENTS' EMPATHY LEVELS CHANGE AS A RESULT OF ENGAGING IN VOLUNTEER SERVICE?

JENNIFER M BRACE

The present study measured undergraduate students' empathy levels using Davis's Interpersonal Reactivity Index (IRI). Tests were distributed before and after participation in a college's mandated course which requires 15 hours community service. Students enrolled and not enrolled in the course were tested at the beginning and end of the semester with a total of 139 surveys completed. A multivariate analysis of variance (MANOVA) was conducted and found significant mean difference ($p < .01$) in perspective taking between the groups

COMPARING ALCOHOL CONSUMPTION AMONG THE FOUR ACADEMIC COLLEGE YEARS USING THE AUDIT AS A MEASUREMENT

NORA MARCHETTO-RYAN (CABRINI COLLEGE)

The desire to examine drinking patterns and alcohol consumption during the college years stems from the continuously growing problem of college drinking and its influence on a person's drinking patterns after the educational process has ended. This research suggests heavy alcohol consumption during the college years slowly diminishes from freshmen year to senior year; commonly known as the "maturing-out effect". The researcher's study is aimed at comparing AUDIT scores among freshmen, sophomores, juniors, and seniors.

EXTERNAL INFLUENCES ON WOMEN'S BODYIMAGE

RACHAEL T. PERRAULT (CABRINI COLLEGE)

This research attempted to examine the effects of external influences on women's self-perceived body images. A convenience sample of 120 female students from a small suburban Catholic college located in southern Pennsylvania was surveyed. The measure used was A Measure of Body Size for Adults developed by Dr. Albert Stunkard (1983). The results in this experiment supported previous research which stated that the media has indeed distorted women's self-perceived body images.

ATTITUDINAL DIFFERENCES TOWARD ACADEMIC DISHONESTY IN HONORS AND NON-HONORS STUDENTS AT CABRINI COLLEGE

PAMELA WARBURTON (CABRINI COLLEGE)

Academic dishonesty is prevalent at every level of schooling. Cheating includes copying another student's work, fake excuses to miss classes, and plagiarism. How do students who do not cheat feel about those who do, and what punishments should be given to these students? The present research is focused on attitudinal differences between Honors and non-Honors students in regards to academic dishonesty. The hypothesis is that Honors students will be stricter in penalizing academically dishonest students.

THE RELATIONSHIP BETWEEN SLEEP AND HAPPINESS

JESSICA WATSON (CABRINI COLLEGE)

Studies in health and positive psychology have attempted to examine the relationship between sleep and happiness. The study attempted to determine the extent to which that relationship exists through self-reports. The Pittsburg Sleep Quality Index and Satisfaction With Life Scale were administered to women students in their first year of undergraduate studies. There was a Pearson correlation indicated between sleep and happiness which showed a significant relationship between sleep scores and happiness levels ($r=-.31, p=.02$).

THE EFFECT OF PARENT'S ON ADOLESCENT'S SELF EFFICACY DUE TO INVOLVEMENT IN THEIR CHILD'S ATHLETIC PARTICIPATION

KIMBERLY A. FEENY (CABRINI COLLEGE)

This present research examines the effects of parent involvement on adolescent's self-efficacy due to the involvement in their child's athletic participation. Their search looks to confirm a hypothesis stating that if the adolescent athlete perceives their parents' involvement level as over or under involved, self-efficacy will be lower. The research also looks to confirm a second hypothesis stating that if the adolescent athlete perceives their parents' involvement as appropriate, self-efficacy will be higher.

PSI CHI PANEL ON MAINTAINING CHAPTER VITALITY

FAITH NALL, ANGEL WOSZYNA, AMANDA FARRINGTON (CABRINI COLLEGE)

CORISSA ANGELO, LAURIE FORD, MICHELLE CARPENTIER (UNIVERSITY OF MASSACHUSETTS, LOWELL)

Chair: Laura Gundaker, Psi Chi Chapter at Loyola University Maryland Two Psi Chi Regional Chapter Award winning chapters, the **University of Massachusetts Lowell** and **Cabrini College** will discuss their successes in fulfilling Psi Chi's mission and goals. Keeping a chapter active and thriving can often be a challenging task. Officers from these chapters will speak about how chapters at both large and small institutions can build on successes and avoid pitfalls.

X. Student Development Forms

First Year-- Exploration #1

To be Completed Online by Students

Self Exploration #1 -- This form is to be completed by mid October of your first year. Please make a copy of these pages to share with your advisor.

1. Why have I made a tentative commitment to be a Psychology Major?
2. What past experiences have influenced me in this direction? What personal traits do I possess that led me to think that I would be a successful psychologist?
3. What area(s) of psychology interest you most? List as many as apply.
4. What questions am I asking myself about my choice?
5. What fears do I have?
6. What other career areas have I considered or am I considering?
7. Is a double major in my future? If so, am I motivated enough to deal with the demands of a second major?

First Year-- Exploration #2

To be Completed Online by Students

Self Exploration #2 -- This form is to be completed at the end of your first year. Please make a copy of these pages to share with your advisor.

1. Now that my first year is over, how am I feeling about psychology as a major? What experiences or thoughts have led me to my present position of either desiring a change of major or persisting in psychology?
2. What questions/concerns/fears do I have now? How does this compare with the earlier essay?
3. What was the most memorable thing that happened to you this first year year? (positive or negative) How does this relate to psychology?
4. What advice would you give to the department in terms of making things better for first year students?
5. What advice would you give to first year students entering the Psychology department?

Second Year-- Exploration #3

To be Completed Online by Students

Self Exploration #3 -- This form is to be completed by the end of your second year. Please make a copy of these pages to share with your advisor.

1. What did I learn of significance this year about myself and about psychology?
2. What plans do I have for junior year?
3. What, if anything would I have done differently this year?

Third Year-- Exploration #4

To be Completed Online by Students

Self Exploration #4 -- This form is to be completed by the end of your third year. Please make a copy of these pages to share with your advisor.

1. What path will I pursue next year? Will I go directly to graduate school? Will I seek a full- time job? Will I combine work with graduate school?
2. What graduate schools am I considering?
3. What type of job am I looking for? Have I scheduled an appointment with Career Services?
4. Attached please find a copy of my résumé. This will help you should I request a letter of recommendations.
5. Please send a recommendation for a job or graduate school to Career Services for your Credentials File. In the future, you need only contact Career Services if you are looking for a recommendation. This will make things much easier for you and your professors.

Senior Year-- Exploration #5

To be Completed Online by Students

Self Exploration #5 -- This form is to be completed by the end of your senior year. Please make a copy of these pages to share with your advisor.

1. So what will I be doing next year?
2. What can I say were three highlights of my college years?
3. What could I recommend to the Psychology department in terms of things that were particularly valuable to me and should be kept in the program and things that were not of value and should be changed?
4. Where can I be reached next year?
5. Would I consider returning to Cabrini College in the future to speak with the Psychology majors about graduate school or career?