



**CABRINI**  
UNIVERSITY

LIVE WITH PURPOSE

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610 KING OF PRUSSIA ROAD | RADNOR, PENNSYLVANIA 19087-3698

# **Psychology Department Handbook** **Fall 2019 – Spring 2020**

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# Preface

The faculty and students of the Psychology Department offer you a warm welcome and wish you 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 University.

The applied aspects of psychology have utility in a wide variety of fields ranging from education to business 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 University *Justice Matters* curriculum and mission.

# The Psychology Program

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. Students take a wide array of courses fostering laboratory research, social and developmental skills, and neurological and clinical experiences.

Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and sciences education. Students may pursue double majors and minors. The department works closely with the sociology, criminology, and social work programs to enhance the student's career opportunities and allow 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 often essential. Therefore, heavy emphasis is given to preparing students for future graduate training and specialization in our program.

## Learning Outcomes

The objectives of the Psychology Major are those prescribed by the American Psychological Association (APA) and include the knowledge, skills, and values consistent with the science and application of Psychology.

### APA Learning Goals

- I. Knowledge Base in Psychology
- II. Scientific Inquiry and Critical Thinking
- III. Ethical and Social Responsibility in a Diverse World
- IV. Communication
- V. Professional Development

### Cabrini Psychology Major Learning Outcomes

Students will:

1. demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (APA goals I, III)
2. apply basic research methods and the scientific approach to solving problems ethically in psychology, including research design, data analysis, and presentation skills (APA goals II, III, IV)
3. use critical thinking to apply psychological principles to personal, social, and organizational issues in a diverse world (APA goals I, II, III)
4. acknowledge biological and cognitive underpinnings in understanding the development of normal and abnormal thinking and behavior (APA goals I, II, III)
5. explore pathways in psychology for career and professional development (APA goal V)

# Psychology Department Mission Statement

The Psychology Department at Cabrini University works to develop a strong work ethic and inclusive sense of community. Both students and faculty work together to help create a learning environment rich in high quality teaching and education across the arts and sciences, to develop well-rounded individuals to benefit the field of psychology and the diverse individuals that the discipline serves.

## Psychology Department Policies

As a Psychology major at Cabrini University, students will engage in the following practices for successful completion of the major:

- Regularly check Cabrini-issued email and course designations on Blackboard/Learn;
- Keep cell phones/laptops not used for class silenced and put away during all course-assigned meetings and activities;
- Attend and engage in class regularly for the entire class period, and arrive on time;
- Explicitly communicate with instructors at the beginning of each semester if any documented disability accommodations are needed

\*Note: Individual instructors may have additional policies noted in their syllabi (which may also affect a student's grade in a class). Please consult your syllabi for more details.

## Psychology Department Grading Scale

The Psychology Department observes a standard grading scale which faculty use for grading purposes across Psychology courses. Plus and/or minus grades would also fall within these ranges. A faculty member observes the right to subjectively grade according to course syllabi.

- "A" range:** 90 – 100 %
- "B" range:** 80 – 89 %
- "C" range:** 70 – 79 %
- "D" range:** 60 – 69 %
- "F" range:** 59 % or below

# Psychology Department Faculty

**Dr. Ruta Clair** is an assistant professor of psychology. She received her Doctorate degree in School Psychology from Philadelphia College of Osteopathic Medicine after receiving a Master's degree in developmental psychology from Bryn Mawr College. Her training has specialized in school psychology and neuropsychology. She is a certified brain injury specialist. Her research has focused on return to learn and quality of life issues related to concussion recovery. Past research interests have been centered on preschool children's play. Her professional interests include neuropsychology across the lifespan, learning and attention disorders, concussion, traumatic brain injury, the impact of emotional symptoms on function, and social development.

**Dr. Maya K. Gordon** is an associate professor of psychology. She received a MA and PhD 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 psychosocial outcomes in African American youth. She is also interested in the development of youth empowerment programs for children of color.

**Dr. Melissa Terlecki** is a professor of psychology and Chair of the Department. 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 metacognition. Past research activities included studies relating to spatial abilities associated with video games and computer experiences as well as several local community-based environmental research projects. Newer research interests include the study of metacognition and effects of deliberate instruction. Dr. Terlecki is the chair of the Cabrini University Faculty Assembly.

**Dr. Anthony Tomasco** is a professor of psychology. 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 is a licensed psychologist in the state of Pennsylvania. Past research activities include 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.

## Full-time Faculty Contact Information

- **Ruta Clair, PsyD**  
Iadarola Center Room 101 F      610.902.8351      [ruta.dr.clair@cabrini.edu](mailto:ruta.dr.clair@cabrini.edu)
- **Kimlee Fogelson-Turet, PhD**  
Iadarola Center Room 101 A      610.902.1073      [kimlee.fogelson.turet@cabrini.edu](mailto:kimlee.fogelson.turet@cabrini.edu)
- **Maya Gordon, PhD, Interim Department Chair**  
Iadarola Center Room 101 C      610.902.8374      [maya.k.gordon@cabrini.edu](mailto:maya.k.gordon@cabrini.edu)
- **Melissa Terlecki, PhD, Department Chair**  
Iadarola Center Room 101 B      610.902.8358      [melissa.s.terlecki@cabrini.edu](mailto:melissa.s.terlecki@cabrini.edu)
- **Anthony T. Tomasco, PhD**  
Iadarola Center Room 101 D      610.902.8365      [anthony.t.tomasco@cabrini.edu](mailto:anthony.t.tomasco@cabrini.edu)

## Adjunct Faculty Contact Information

- Stephanie Baralecki, MEd      [stephanie.baralecki@cabrini.edu](mailto:stephanie.baralecki@cabrini.edu)
- Edna Barenbaum, PhD      [edna.barenbaum@cabrini.edu](mailto:edna.barenbaum@cabrini.edu)
- Bill Dibiase, MS, PhD      [william.j.dibiase@cabrini.edu](mailto:william.j.dibiase@cabrini.edu)
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- Carolyn Reilly, MEd      [carolyn.maureen.reilly@cabrini.edu](mailto:carolyn.maureen.reilly@cabrini.edu)

# The Psychology Major

In general, first-time or first-year students will be accepted to Cabrini University with the Psychology major as their “intended” field of study based on criteria set by Cabrini’s Admissions Office. Intended majors should begin by taking PSY 101, Introduction to Psychology. When enrolled, and after completion of one full-time semester (12 or more credits) for first-year students, students must submit a formal application (Declaration of Major Form) to the Department Chair and enroll in PSY 100. All majors must earn “C’s” or better in all required Psychology courses. Psychology courses with grades lower than a “C” must be retaken and cannot be used towards requirements for the major.

## Requirements for the Major in Psychology

### Psychology Core Courses:

- |   |  |
|---|--|
| <input type="checkbox"/> PSY100 Psychology Major Development <sup>^</sup> | <input type="checkbox"/> PSY300 Psychology Career Development <sup>^</sup> |
| <input type="checkbox"/> PSY101 Introduction to Psychology                | <input type="checkbox"/> PSY341 Research Methods I                         |
| <input type="checkbox"/> PSY271 Statistics for the Social Sciences I*     | <input type="checkbox"/> PSY342 Research Methods II                        |
| <input type="checkbox"/> PSY272 Statistics for the Social Sciences II*    | <input type="checkbox"/> PSY400 Senior Seminar                             |

**Clusters:** Must take each **bolded** cluster required course plus additional 15 credits of psychology electives in any cluster/s:

### Biological Cluster

- PSY304 Brain and Behavior**
- PSY316 Health Psychology
- PSY399 Neuroanatomy and Neuropathology
- PSY401 Laboratory Experiences in Neuropsychology
- PSY404 Laboratory Experiences in Sensation and Perception

### Clinical and Professional Cluster

- PSY309 Abnormal Psychology**
- PSY299 Sports Psychology
- PSY312 Developmental Psychopathology
- PSY313 Psychological Assessment
- PSY488 Psychology Non-Clinical Internship
- PSY495 Psychology Clinical Internship

### Developmental Cluster

- PSY203 Developmental Psychology I**
- PSY200 Explorations of Technology in Human Development
- PSY204 Developmental Psychology II
- PSY280 Media Influences and Psychological Development

### Cognition and Learning Cluster

- PSY403 Laboratory Experiences in Cognition**
- PSY201 Metacognition for Leadership
- HPSY301 Psychology of Genius, Creativity and Discovery
- PSY317 Psychological Perspective in Attitudes and Learning
- PSY330 Educational Psychology
- PSY402 Laboratory Experiences in Learning

### Personality and Social Cluster

- PSY202 Personality**
- PSY305 Social Psychology
- PSY345 Understanding Trauma and Social Emotional Learning
- PSY358 Psychology of Gender
- PSY370 African American Psychology

**Total credits for the major: 44**

*\*Counts towards the Math Literacy core curriculum requirement  
All courses are 3 credits, unless otherwise noted ^ as 1 credit*

# Recommended Four-Year Course-Planning Guide

YEAR	FALL	SPRING
1	PSY101 (3 CREDITS) PSY271 (3 CREDITS) COL101 (1 CREDIT) CIS120 (1.5 CREDITS) EXPLORATIONS 1 (3 CREDITS) ELECTIVE (3 CREDITS) *ENG100, MAT098, 099 ----- 14.5+ CREDITS (*IF REQ'D)	PSY100 (1 CREDIT) PSY272 (3 CREDITS) PSY203 (3 CREDITS) ECG100 (4 CREDITS) EXPLORATIONS 2 (3 CREDITS) ELECTIVE (3 CREDITS) ----- 17 CREDITS
2	PSY341 (3 CREDITS) PSY202 (3 CREDITS) SCI. LITERACY (3 CREDITS) LANGUAGE 1 (3 CREDITS) ELECTIVE (3 CREDITS) ----- 15 CREDITS	PSY342 (3 CREDITS) CLUSTER ELECTIVE (3 CREDITS) ECG200 (3 CREDITS) LANGUAGE 2 (3 CREDITS) EXPLORATIONS 3 (3 CREDITS) *ELECTIVE (3 CREDITS) ----- 18 CREDITS (*CAN MOVE TO FALL)
3	PSY300 (1 CREDIT) PSY304 (3 CREDITS) CLUSTER ELECTIVE (3 CREDITS) ECG300 (3 CREDITS) SCI. LITERACY (3 CREDITS) ELECTIVE (3 CREDITS) ----- 16 CREDITS	PSY309 (3 CREDITS) CLUSTER ELECTIVE (3 CREDITS) EXPLORATIONS 4 (3 CREDITS) ELECTIVE (3 CREDITS) *ELECTIVE (3 CREDITS) ----- 15 CREDITS (*CAN MOVE TO FALL)
4	PSY403 (3 CREDITS) REL. LITERACY (3 CREDITS) CLUSTER ELECTIVE (3 CREDITS) ELECTIVE (3 CREDITS) ELECTIVE (3 CREDITS) ----- 15 CREDITS	PSY400 (3 CREDITS) CLUSTER ELECTIVE (3 CREDITS) ELECTIVE (3 CREDITS) ELECTIVE (3 CREDITS) ELECTIVE (3 CREDITS) ----- 15 CREDITS

= \*125.5 CREDITS (\*123 REQUIRED FOR GRADUATION. DON'T NEED TO TAKE ALL 3 CREDITS ELECTIVES)

- Note that **LITERACY** and **EXPLORATION** core courses cannot hold a PSY prefix (except for PSY271 and PSY272).
- Courses marked as **ELECTIVE** are free electives but may also satisfy requirements for a second major or a minor.
- Always consult with your advisor when doing your course planning.
- Internships require special department approval from Dr. Barenbaum, the Internship Coordinator.

# Psychology Minor

The Psychology Department offers a minor program made up of 18 credits of psychology courses (beginning with the PSY prefix), including PSY101. Students must obtain a “C” average in all psychology courses used to fulfill the minor. Students wishing more information should consult the department.

## Transfer Students

Transfer students wishing to fulfill the Psychology major at Cabrini University may transfer in a variety of Psychology coursework. Transfer students will be expected to complete a 4-part sequence of Statistics I (PSY 271) and Statistics II (PSY 272), then Research Methods I (PSY 341) and Research Methods II (PSY 342), which takes 4 semesters or two years to complete. Courses may not be taken simultaneously. Please consult the Department Chair for more information about transferring in coursework.

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## Psychology Course Descriptions

### **PSY 100 - Psychology Major Development**

This course is designed to expose students to the psychology major, our curriculum, and potential career paths in the field. Students will engage in an exploration of interests in the subfields of psychology while planning their major course curriculum. Students will formally declare the major, be assigned an advisor, and meet with faculty in the department, as well as attend club events and meetings. Offered spring for first year majors. 1 credit, P/F

### **PSY 101 - Introduction to Psychology**

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 104 - Your Brain: A User's Guide**

This course is designed for any student who is interested in how the brain creates the human experience and how we can maximize our potential. The course will provide an overview of how we use our brains to interact with the world, perceive information through our senses, remember what we learn, experience emotions, and solve problems. Students will gain a broad understanding of how the brain works and learn practical tips based on neuroscience in topics such as studying, sleep, and stress management; essentially life hacks through neuroscience. As we explore topics the students will be encouraged to try out brain-based strategies. Offered alternate years. 1 credit

### **PSY 200 - Explorations of Technology in Human Development**

This course will explore the increasingly immersive role of technology on the unfolding of human development across the lifespan. Discussion will include an exploration of the impact of technology on areas such as brain

development, cognitive development, social development, memory, self-regulation, attention, and relationships. Hybrid. Offered alternate years. 3 credits

### **PSY/LEAD 201 - Metacognition for Leadership**

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, as a requirement for the Leadership minor. Offered fall and alternate spring years. 3 credits

### **PSY 202 - 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 and spring. 3 credits

### **PSY 203 - Developmental Psychology I**

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 204 - Developmental Psychology II**

This course addresses the effect of age on psychological processes of the individual from adolescence through the adult life span. Topics to be covered include language, cognition, perception, motor control and social relations providing a comprehensive background for students to understand the impact of aging in the daily lives of individuals - from the workplace, family to public policy matters. Prerequisite: PSY 101 and Co-requisite: PSY 203. Offered alternate years. 3 credits

### **PSY/NSG 270 - Human Growth and Lifespan Development**

This course is designed for health science students, particularly nursing students, as well as psychology students. The course will provide a study of human development across the lifespan, from birth to death, with an introduction to physical, cognitive, social, and emotional growth. There will be an emphasis on biopsychosocial development and physiological growth. Students will also gain an understanding of family and social/cultural/community factors that intersect with and influence aspects of human growth. Students will draw connections between the material presented and challenges in health care. Nursing students have priority enrollment in this course, as it is a program requirement. Prerequisite: PSY101. Offered once a year. 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 various statistical packages. This course is a required for all psychology majors and counts

towards the Math Literacy core curriculum requirement (credits count towards core). Prerequisite: Psychology majors only. MAT 098, and/or 099 if necessary based on placement. 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 various statistical packages. This course is a required for all psychology majors and counts towards the Math Literacy core curriculum requirement (credits count towards core). Prerequisite: Psychology majors only. MAT 098, and/or 099 if necessary based on placement and Co-requisite: PSY 271. Offered spring. 3 credits

### **PSY 280 - Media Influences and Psychological Development**

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 alternate years. 3 credits

### **PSY 299 - Sport Psychology**

This course explores material and subject matter that focuses on enhancing athletic and training accomplishments. Emphasis is on the description of relevant psychological techniques that have proven to augment readiness and improve performance in exercise and sport settings. This course will explore the use of sport and exercise psychology techniques to achieve overall enjoyment and enhancement in athletic endeavors. Hybrid. Offered alternate years. 3 credits

### **PSY 300 - Psychology Career Development**

This course is designed to guide upperclass majors in their plans after obtaining their undergraduate degrees in psychology. Students will engage in graduate school or applied career planning (including resume' building, interviewing skills, and professional writing). Students will attend career and professional development sessions, construct personal statements and goals, and explore career paths more succinctly. Offered fall for junior year majors. 1 credit, P/F

### **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. Prerequisite: Honors students only. Offered fall, alternate years. 3 credits

### **PSY 304 - Brain and Behavior**

This course will introduce students to the field of cognitive neuroscience. Special attention is given to an examination of neuroanatomy and selected brain-behavior relationships. The course has a strong biological emphasis and examines brain functions and behavior. We will cover topics such as the nervous system, the senses, emotions, drugs and addiction, and sleep. Prerequisite: PSY 101. Offered fall and spring. 3 credits

### **PSY/SOC 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. Offered fall and spring. 3 credits

### **PSY 309 - Abnormal Psychology**

This course reviews abnormal behavior patterns including anxiety reactions, psychoses, personality disorders, organic syndromes, and drug abuse. Emphasis is on contemporary and theoretical points of view as they relate to etiology, dynamics, and treatment. Prerequisite: PSY 101. Offered fall and 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 203. Offered alternate years. 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. Offered alternate years. 3 credits

### **PSY 316 - Health Psychology**

This course is an introduction to health psychology and will explore the social, psychological and behavioral consequences for health and well-being, including a focus on fitness and exercise psychology. Offered alternate years. Offered alternate years. 3 credits

### **PSY 317- Psychological Perspectives of Attitudes and Learning**

This course explores 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. Prerequisite: PSY 101. Offered alternate years. 3 credits

### **PSY 330 - Educational Psychology**

This course applies 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 203. Offered alternate years. 3 credits

### **PSY 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. This course is a

required for all psychology majors, who have priority in registering. Prerequisites: PSY 271 and Co-Requisite: PSY 272. Offered fall. 3 credits

### **PSY 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. This course is a required for all psychology majors, who have priority in registering. Prerequisites: PSY 271 and 272, and Co-requisite: PSY 341. Offered spring. 3 credits

### **PSY 345 - Understanding Trauma and Social Emotional Learning**

This course will take an in-depth look at the impact of trauma on an individual's personality and potential for successful learning. The cycle of intergenerational trauma will be considered. Additionally, the process of social-emotional learning and the impact it has on a learner will be studied. We will also delve into the relationship between trauma and biology. Research from the ACES study, The Aspen Institute, SAMSHA, and CASEL will be used to guide this course. Students will emerge with a greater understanding of the impact of trauma in development and the sociocultural setting. Prerequisites: are PSY 101 and PSY 203 or SPE 110. Offered alternate years. 3 credits

### **PSY 358 - Psychology of Gender**

The Psychology of Gender explores the relationship between sex and gender, and people's thoughts, feelings and behavior. This course provides an examination of different theoretical approaches to the study of gender and reviews current research on gender differences. Both biological and socialization influences are considered as potential determinants of gender roles. Discussion also centers on how our society's gender roles impact various dimensions of human life. Special emphasis is placed on the significance of other social identities (i.e., race/ethnicity, class, religion, etc.) in the discussion of gender. Offered alternate years. 3 credits

### **PSY 370 - African American Psychology**

This course examines the psychological experiences of African Americans, incorporating information from multiple subfields of psychology (e.g., social, developmental, counseling and clinical, health). Students will review theoretical perspectives and empirical research on various issues, including self and identity, family, community, peers, educational experiences, mental health, and the effects of racism, classism, and sexism. We will discuss contextual and cultural factors that influence the psychological well-being of African Americans, examining both historical and contemporary issues along with the coping strategies that developed as a result of their socio-historical conditions. Offered alternate years. 3 credits

### **PSY 399 - Neuroanatomy and Neuropathology**

This course will provide students with an overview of the neuroanatomical structures related to neuropathological conditions seen in pediatric and adult populations. Special attention is given to an examination of functional neuroanatomy and how the nervous system functions under normal conditions and under conditions of disease. This course will also incorporate a biopsychosocial perspective in our exploration of the impact of neuropathology on the individual, family, and community. This course is appropriate for both the serious psychology student and biology student interested in brain function and disease processes. Prerequisite: PSY304 for Psychology majors. Offered alternate years. 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. This course is a required for all psychology majors. Prerequisite: Psychology majors; seniors only. Offered spring. 3 credits

### **PSY 401 - Laboratory Experiences in Neuropsychology**

This course introduces 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: PSY 304. Offered alternate years. 3 credits

### **PSY 402 - Laboratory Experiences in Learning**

This course introduces 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: PSY 341. Offered alternate years. 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: PSY 341. Offered fall and spring. 3 credits

### **PSY 404 - 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 304. Offered alternate years. 3 credits

### **R-PSY 466 - Undergraduate Research and/or Honors Practicum**

Undergraduate research 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. Honors Practicum 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 and PSY 341, 342. Offered as needed. Variable credit; repeatable for credit

### **PSY 488 – Psychology Non-Clinical Internship**

The Psychology department, in conjunction with the Center for Career and Professional Development (CCPD), offers qualified upper-division students the opportunity to receive credit for non-clinical Psychology internships. Internships are conducted on campus and at the facilities of cooperating professional employer partners. The Psychology department must approve all internships. 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 or multiple partial days per week during the semester at their designated field site for each three-credit experience. In addition, all interns must complete online assignments. Prerequisite: Department approval, 3.0 GPA requirement. Offered spring and summer. 3 credits; 6 credits maximum

### **PSY 495 – Psychology Clinical 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 internship supervisor. Prerequisite: Department approval, 3.0 GPA requirement, and PSY 309 (PSY 312 highly recommended). Offered fall. 3 credits; 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. Offered as needed. Variable credit; 3 credits maximum

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## **Clubs and Organizations**

### **Psi Chi – International Honors Society in Psychology**

Psi Chi is an international honor society with the purpose 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 both a cumulative and major GPA of 3.4 or higher (which represents the top third of the class). A one-time, lifetime membership fee of \$55 required to join.

Officers are elected to serve. See Psi Chi Advisor, Dr. Maya Gordon, for more information.

**Honors in the Major** is achieved through acceptance into Psi Chi and completion of the Honors Research Practicum (R-PSY 466).

The **Psychology Department Award** is presented each Spring to a graduating senior, considering GPA and service to the Department.

### **Psychology Club**

The Psychology Club allows students to connect to the world of psychology outside of the classroom. All students are welcome to join the Psychology Club and participate in the club's events.

The club hosts a year-long event, the Psychology Symposium Series that includes trips, symposia, and movie nights to discuss the day-to-day implications of psychology in our lives.

Club members can also attend the Eastern Psychological Association's annual conference to expand on their academic study of psychology.

Officers are elected to serve. See Psychology Club Advisor, Dr. Maya Gordon, for more information.

## **More about Psychology – Frequently Asked Questions**

### **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, many psychology majors have earned two or more degrees (BA, BS, BSW) while at Cabrini University. 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
- Business
- Communications
- Criminology
- Elementary & Early Childhood Education
- History/Political Science
- Human Resource
- Management Special Education
- Philosophy
- Religion
- Social Work
- Sociology

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. Students should consult the Catalog ([www.cabrini.edu/catalog](http://www.cabrini.edu/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, while Psi Chi has GPA requirements as an Honor Society. Please contact an organization Officer or Club Advisor, Dr. Maya Gordon, for more information or to join. See descriptions under Clubs and Organizations.

### **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 3.4 in all psychology courses taken at Cabrini University; and (4) successful completion H-PSY 466, the Honors 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 at Cabrini University. 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 and 342). Students present their work at the annual Cabrini Arts, Research, and Scholarship Symposium in the spring.

The Cabrini Psi Chi Chapter may also publish a student research journal. Senior psychology students submit papers that go through an editing process. The journal is published in 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. Likewise, publication in the Journal for the Cabrini Arts, Research and Scholarship Symposium may be sought.

Upon recommendation by the department faculty, students may submit papers to the Delaware Valley Psi Chi Undergraduate Research Colloquium and, in certain cases, to local and national conferences held by the PPA, EPA, or APA. These presentations are considered professional 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-R 466) with department faculty 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, PhD/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 Career and Professional Development ([www.cabrini.edu/career](http://www.cabrini.edu/career)) and the department faculty. The Psychology Department's website is another good source for career information ([www.cabpsy.net](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 website ([www.apa.org](http://www.apa.org)) should be bookmarked on your browser's favorites list.

To be well-prepared upon graduation, one should focus on career planning and development throughout the entire Cabrini experience. Cabrini students are able to explore a variety of career options, thereby enhancing career decision-making capabilities.

As first-year students, you will most likely be concentrating on the core and major requirements appropriate for entry level. The entry level course for psychology is PSY 101- Introduction to Psychology. Your psychology

course, along with your writing and ECG 100 class, 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. You will also take a major development class to explore the major.

Now is the time 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, are available in the Center for Career and Professional Development, who can 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. 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 specific field, which may be appropriate to supplement your psychology degree. Consider an internship related to your course of study, an option available to students in the second semester of sophomore year, junior, and senior years. Likewise, an internship within the Psychology department during your senior year would be most beneficial. See Dr. Edna Barenbaum for more information on Clinical Internships, or Dr. Ruta Clair for information on Non-Clinical internships (offered through the Center for Career and Professional Office).

Decision-making and formal exploration continues through junior year. Specific goal setting at this time is essential. If graduate school realistically fits into your life plan, begin identifying and exploring appropriate schools. The psychology department offers our required career development course for students planning on graduate education or immediate employment.

For more information, visit [www.apa.org/careers/resources/guides/careers.aspx](http://www.apa.org/careers/resources/guides/careers.aspx).

**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 or Department Chair.

This handbook is also available online at [www.cabpsy.net](http://www.cabpsy.net), and [www.cabrini.edu/psychology](http://www.cabrini.edu/psychology) .