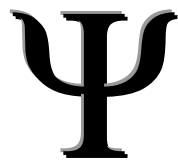


LEBANON VALLEY COLLEGE

PSYCHOLOGY



DEPARTMENT

STUDENT HANDBOOK

2009 - 2010

**LVC PSYCHOLOGY DEPARTMENT
STUDENT HANDBOOK, 2009-2010**

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I. PURPOSE OF HANDBOOK

This material has been prepared by the faculty of the Department of Psychology as a means to (a) acquaint prospective students and other interested individuals with the programs and facilities available in the Department of Psychology at Lebanon Valley College and (b) aid psychology majors/minors and psychobiology majors in planning their curricula.

II. GENERAL INFORMATION

Address: Department of Psychology
Lebanon Valley College
Annville, PA 17003

Phone: office, (717) 867-6195; Chair, (717) 867-6193
Fax: (717) 867-6894
E-mail: manza@lvc.edu (Dr. Lou Manza, Dep't. Chair)
Internet: <http://www.lvc.edu/psychology/index.aspx>

Programs Offered

BS degree in Psychology. The 42-credit major requires all students to initially complete several "Foundation" courses, which include introductions to a vast array of subfields within Psychology, as well as laboratory-based exposure to the nature of research design and analysis. Students then complete courses within each of 5 critical psychological "Subdisciplines" (human development, psychopathology, biopsychology, cognition, and social processes), which include additional, advanced, lab-based research. Finally, all majors complete an integrative "Capstone Experience," which includes coursework surveying the history of psychology, as well as the completion of an individualized internship or research project.

Minor in Psychology. Students pursuing the 22-credit psychology minor are required to take the same "Foundation" courses as majors, plus additional course work in the various "Subdisciplines" to complement each student's interests.

BS degree in Psychobiology. This is a 53-credit, cross-disciplinary program, offered in conjunction with the Biology department, that emphasizes the biological bases and consequences of behavior. Consisting predominately of a combination of psychology, biology, and chemistry course work, this program prepares students for graduate study in psychobiology, psychology, psychopharmacology, behavioral genetics, neuroscience, medicine, animal behavior, and veterinary medicine, as well as research positions in industry, universities, hospitals, and government laboratories.

Facilities

- The department is located in Lynch Memorial Hall, along with the departments of Mathematical Sciences, Business & Economics, Education, and Art.
- Research and instructional facilities include a seminar room, several small and large observation rooms equipped with one-way mirrors, a biofeedback lab, a PC-based research/computer lab, a 30-seat classroom, and a 24-seat wireless laptop computer lab.
- Other facilities include a faculty office suite, a student lounge/library, and a commons area.
- Students in the Psychobiology program also have access to lab space and the animal colony room in the Biology Department, located in the Neidig-Garber Science Center.

III. FACULTY

Teaching responsibilities are the primary task of the members of the Department, and the Psychology faculty excel at providing their students with educational experiences that focus on encouraging critical thinking related to attaining a broad appreciation for the variety of elements that produce human behavior. Beyond teaching, however, the Department faculty are active scholars, publishing their research in a variety of peer-reviewed journals and books, presenting their research at regional and national conferences, and attending scholarly workshops. Furthermore, the Department faculty are active members of the broader College community, assuming leadership roles in various policy and general committees, as well as supervising graduate students in the Master's of Science Education program. Finally, members of the Psychology Department engage in a variety of other tasks connected to academe, including (but not limited to) contributions to mass media publications, reviewing journal articles/textbooks, serving as journal editors and external reviewers for other schools' evaluations, and completing community-service activities. The fact that individuals external to the College seek out the members of the

Department in these matters attests to the strong professional reputation of the Department, which also reflects back on the College in a positive manner.

Full-Time

Deanna Dodson, Professor of Psychology. Associate Dean of the Faculty, 2004-2010. PhD, University of Memphis. Her teaching interests are in psychobiology, experimental psychology, and general psychology. Her current research areas include: hemispheric specialization and handedness, and developmental patterns in lateralization. Dr. Dodson is a member of the Association for Psychological Science, Sigma Xi, and the Eastern Psychological Association. Office: Humanities 206A. Telephone: 717-867-6078. E-mail: dodson@lvc.edu

Lou Manza, Professor of Psychology. Chairperson. PhD, City University of New York. His teaching interests include cognitive processes, research design & analysis, the history of psychology, and paranormal & pseudoscientific phenomena. His research interests focus on perceptual sets, and schema development/change as applied to pseudoscientific beliefs. Dr. Manza is a member of the Association for Psychological Science, the Eastern Psychological Association, Division 2 of the American Psychological Association (Teaching of Psychology), and is an associate member of the Committee for Skeptical Inquiry. He is also the Director of the College's Daniel Fox Youth Scholars Institute. Office: Lynch 287A. Telephone: 717-867-6193. E-mail: manza@lvc.edu

Kerrie D. Smedley, Associate Professor of Psychology. PhD, University of Nebraska-Lincoln. Her teaching interests include general psychology, life span development, and the psychology of gender. Her research interests focus on questions of aging and cognition. Dr. Laguna is a member of the Association for Psychological Science, the Human Behavior and Evolution Society, the American Medical Directors Association, and is the Faculty Advisor for the Psychology Club. Office: Lynch 287C. Telephone: 717-867-6194. E-mail: smedley@lvc.edu

Louis Laguna, Associate Professor of Psychology. PhD, University of Nebraska-Lincoln. His teaching interests are in clinical psychology, psychopharmacology, forensic psychology, and experimental psychology. He supervises internship students. His research interests include psychophysiological processes of fear and clinical applications of biofeedback. Dr. Laguna is a member of the Association for the Advancement of Behavior Therapy, and the Pennsylvania Psychological Association. Office: Lynch 287H. Telephone: 717-867-6196. E-mail: llaguna@lvc.edu

Michael Kitchens, Assistant Professor of Psychology. PhD, The University of Mississippi. His teaching interests are in general psychology, introductory and advanced research courses, the science of emotion, and social psychology. He investigates self-control, social rejection, terror management theory, and emotional intensity. Dr. Kitchens is a member of Psi Chi, Alpha Theta Chi, the Eastern Psychological Association, the Association for Psychological Science, and the Society for Personality and Social Psychology. Office: Lynch 287G. Telephone: 717-867-6197. E-mail: kitchens@lvc.edu

Michelle Niculescu, Assistant Professor of Psychology. PhD, Temple University School of Medicine. Her teaching interests include behavioral neuroscience, general psychology, experimental psychology, and sensory and perceptual processes. Her research interests include the biology and psychology behind drug abuse and addiction. Dr. Niculescu is a member of the Society for Neuroscience and the Research Society on Alcoholism, and is also the faculty advisor for the LVC chapter of Psi Chi (the National Honor Society in Psychology). Office: Lynch 287B. Telephone: 717-867-6198. E-mail: niculesc@lvc.edu

Part-Time

Richard J. Tushup, Adjunct Assistant Professor of Psychology. PhD, University of Delaware. His teaching interests are in experimental psychology, neuropsychology, and abnormal psychology, and works as a staff psychologist at the VA Medical Center in Lebanon, PA. Office: Lynch 287F. Telephone: 717-867-6192. E-mail: tushup@lvc.edu

Wayne David Schmoyer, Adjunct Lecturer in Psychology. PsyD, Philadelphia College of Osteopathic Medicine. His teaching interests are in clinical psychology and neuropsychology, and is on staff at Riverside Associates., P.C., in Harrisburg, PA. Office: Lynch 287F. Telephone: 717-867-6192. E-mail: schmoyer@lvc.edu

Jamie M. Bolton, Adjunct Lecturer in Psychology. MS, Millersville University. Her teaching interests are in clinical psychology, personality theories, psychopathology, social psychology, and child development and education. She is employed with Philhaven BHRS as a Mobile Therapist/Behavior Specialist Consultant for children/adolescents. Office: Lynch 287F. Telephone: 717-867-6192. E-mail: bolton@lvc.edu

Joe Agliotta, Adjunct Lecturer in Psychology. MA, Duquesne University. His teaching interests include forensic psychology and personality theories, and he is a clinical manager at the VA Medical Center in Lebanon, PA. Office: Lynch 287F. Telephone: 717-867-6192. E-mail: agliotta@lvc.edu

Jennifer M. Kitchens, Adjunct Lecturer in Psychology. MA, University of Mississippi. Her teaching interests include statistics & data analysis, and abnormal psychology. Office: Lynch 287F. Telephone: 717-867-6192. E-mail: jkitchen@lvc.edu

IV. MISSION STATEMENT

The Psychology Department at Lebanon Valley College seeks to foster the development of a thoughtful, flexible, and scientific approach toward human behavior, guided by critical analyses of empirical research. Our curriculum is a student-oriented, liberal arts program that prepares students, following graduation, for applied entry positions in the work force, or for graduate studies in a range of areas such as psychology, neuroscience, social work, medicine, business, education, and law. The program allows our students to arrive at a thorough understanding of processes underlying behavior, with a broader goal of applying this knowledge to one's own life and society in general. This goal is consistent with the mission of the College, which is to enable "students to become people of broad vision, capable of making informed decisions and prepared for a life of service to others."

The Department offers students the benefits of a strong classroom-based traditional background in the core subdisciplines of psychology, along with providing opportunities to become involved in the field of psychology in an applied manner. Many psychology majors gain practical knowledge through (a) participation in independent and collaborative research projects under the guidance and supervision of individual faculty members, as well as (b) our extensive internship program, which allows students to receive college credit for work experience relevant to their particular interests within the field of psychology. Overall, the Department of Psychology at Lebanon Valley College offers the 'best of both worlds': experiences and facilities usually associated only with larger universities, along with individualized instruction and advisement characteristic of small liberal arts institutions.

V. OBJECTIVES OF THE PSYCHOLOGY MAJOR

The Department's mission is implemented via the program's focus attempting to understand behavior, which in turn helps psychologists to foster both individual and societal well-being. The study of psychology is, therefore, not only a preparation for various careers, but an important part of a liberal arts education. The Psychology major at Lebanon Valley College is designed to prepare students to enter the work force and/or pursue graduate studies following their graduation from the College. To accomplish these ends, the program is structured around the following goals, attained via addressing the specified learning outcomes.

Goal 1: Students will possess a foundation of basic knowledge of psychology, by:

- 1.1 explaining the nature and objectives of psychology (describing, understanding, predicting, and controlling behavior and mental processes) as a scientific field of inquiry.
- 1.2 articulating knowledge and understanding of theory and research in major content areas of psychology.
- 1.3 demonstrating understanding of historical trends and major recurring themes in psychology.
- 1.4 using psychological tools, including language, concepts, and theories, to interpret psychological phenomena.

Goal 2: Students will be proficient researchers, by:

- 2.1 utilizing relevant psychological literature to design research studies.
- 2.2 developing scientifically valid plans for research, including testable hypotheses, and appropriate designs, samples, and measures.
- 2.3 evaluating strengths, weaknesses, and implications of specific research methodologies that do and do not permit causal inferences.
- 2.4 collecting, analyzing, and interpreting data using appropriate statistical strategies.
- 2.5 applying ethical principles (established by the American Psychological Association (APA)) to research settings.

Goal 3: Students will be effective communicators, by:

- 3.1 synthesizing psychological literature to answer specific questions in psychology.
- 3.2 writing data-based research papers that include the standard APA sections of Introduction, Method, Results, and Discussion.

Goal 4: Students will be critical thinkers, by:

- 4.1 evaluating the quality of empirical and speculative evidence according to accepted standards in psychology.
- 4.2 recognizing and presenting alternatives to personal biases and common fallacies in thinking.
- 4.3 evaluating the strengths and weakness of psychological methods and theories as a basis for inquiry.
- 4.4 creating connections among diverse findings and theories, and their application to everyday life.

4.5 recognizing how sociocultural contexts shape psychological research and theories.

VI. DEPARTMENTAL CONTRIBUTIONS TO THE GENERAL EDUCATION PROGRAM AND OTHER ACADEMIC PROGRAMS

Beyond the educational experiences provided to the students who are Psychology majors or minors, or Psychobiology majors, the Department impacts the lives of many students across the campus. Each semester, the Department enrolls approximately 500-600 students in its courses, which tends to range from 30-40% of the entire student population at the College. Furthermore, illustrating the appeal of the Department's classes, about 40% of the students in our classes tend to NOT be Psychology or Psychobiology majors.

General Education. The Department of Psychology plays a strong role within the General Education (GE) program at the College, offering LVC students a variety of broad-based liberal arts experiences. The following Departmental courses are a component of the College's GE program, enrolling approximately 300 students per year.

- PSY 120: Experimental Psychology (Writing Process & Natural Sciences)
- PSY 245: Personality (Writing Process)
- PSY 247: Psychological Perspectives on Gender (Cultural Diversity Studies)
- PSY 443: History & Theory (Writing Process)
- DSP 370: Paranormal Phenomena-A Critical Examination (Disciplinary Perspectives)

Other Program Contributions. The Department also offers the following courses that are required by other departments for their majors:

- PSY 111: General Psychology I (optional for Physical Therapy program)
- PSY 112: General Psychology II (optional for Physical Therapy program)
- PSY 130: Statistics & Data Analysis (optional for Physical Therapy program)
- PSY 180: Child Development & Education (required for the Elementary Education & Secondary Education programs)

Continuing Education Contributions. The Department also plays an integral role in the College's Continuing Education (CE) program, as we are one of few disciplines offering a degree program. The Department has offered this major for over 20 years, and approximately 5-10% of our majors are CE students.

VII. ASSESSMENT OF THE PSYCHOLOGY PROGRAM AT LVC

Recent objective data confirm the notion that the Psychology Department has both a (a) strong presence on campus and (b) rigorous program that compares extremely favorably to ANY Psychology Department in the United States.

In regard to Psychology's presence on the LVC campus, in comparison to all other majors at LVC, the Psychology Department is ranked 3rd (and 1st among all the sciences) in terms of the number of degree recipients between 1998 and 2006. In this light, 7.9% (n=250) of LVC graduates during this time span earned Psychology degrees (with only Elementary Education (14.3%) and Business Administration (12.4%) ranking higher). Furthermore, the Department's percentage increases to 10.2% when the number of Psychobiology students (n=72), who are also part of the Department, are factored into the calculations.

Several pieces of evidence attest to the high quality and academic rigor of our program. First, since 1995, three Psychology majors (George Hollich '95, Meredith McGinley '02, and Jessica Barber '07) have been awarded the Howard Anthony Neidig Award, presented annually to the College's most outstanding student. Furthermore, results from the Major Field Test taken by 14 senior-level Psychology majors during the Spring 2007 semester show that our students compare very favorably to other psychology undergraduates on a national level. This standardized test, administered under the auspices of the Educational Testing Service, was also taken by 9,967 other psychology students, representing 238 institutions of higher education across the United States. Our students earned an overall score on the exam that placed them in the top 9% of the students who took the exam!

VIII. INTERSHIPS

The Department's internship program serves psychology students with junior or senior standing who are interested in gaining experience that bridges the gap between academic course work and the challenges of working in the field of psychology. Students completing an internship are able to relate their academic knowledge of psychology to actual career situations and responsibilities in one or more professional settings. Over the years, the Psychology

Department has developed a professional relationship with a variety of agencies that provide psychological services. A list of these agencies is available to all students through the department. Moreover, students interested in pursuing unique internship experiences are encouraged to explore possible internship settings that will offer personalized experiences that are consistent with students' career goals. Placements of former interns include psychiatric hospitals, school psychology departments, crisis intervention agencies, research hospitals, human resource agencies, hospice programs, and counseling centers. Before registering for internship, students must receive departmental approval. If the student chooses an internship site that is not a commonly used site, a member of the department will investigate the site to ensure its suitability before approval.

Internship Guidelines

Field Placement. Students are required to complete 45 clock-hours at their respective agency for each academic credit earned. Before beginning the field placement, the person responsible for providing supervision is given a letter detailing departmental guidelines and expectations for the intern. A comprehensive evaluation form is also provided which must be completed before the end of the internship. Requirements for successful completion of the field experience include a satisfactory evaluation and submitting a daily log of activities to the psychology department after completing the field experience.

Seminar (PSY 400). In addition to the field placement, students are required to attend an internship seminar that meets weekly. During seminar, students currently involved in a field placement engage in round-table discussions about issues related to their internship experience. In addition, students are required to read a series of articles that deal directly with internship issues. These articles include issues related to ethics, clinical writing, stress, assault risk, and self-care. Students also learn basic skills related to intern/client interactions via role-playing exercises.

Evaluation. After approval, students are permitted to take up to 12 credits of internship, no more than 9 of which may be at one particular site. Generally, students complete between 3 and 6 credits of internship. Requirements for successful completion of the internship seminar include class attendance and the completion of a paper detailing the internship experience. Upon successful completion of both primary components of the internship (field-placement and seminar) students are given a grade of "P" for the number of credits taken.

Background Information for Prospective Interns

1. In general, you should pursue an internship only in your junior or senior year. This affords you the opportunity to have taken psychology and related courses that provide an adequate theoretical and academic background for the applied internship experience.
2. It is your responsibility to make initial contact with potential internship agencies to explore internship possibilities and to ascertain if the potential site offers an experience that is compatible with your interests and career aspirations. Students already employed at an agency may not count these hours as part of an internship.
3. The internship requires 45 hours of internship placement time for each academic credit taken. This time requirement must be factored into your schedule for the semester in which the internship will be pursued. Agency hours of operation must also be considered here.
4. Due to a special arrangement, the internship forms distributed by the LVC Registrar's office should NOT be completed by psychology interns. The correct form can be obtained from the Psychology Department.
5. The internship academic seminar meets Thursday evenings at 6 PM and attendance at this seminar is required. Therefore, you should schedule your courses and internship in a manner affording attendance at the seminar.
6. The academic component of the internship requires completion of a 10-page term paper.
7. Departmental policy regarding internship grading is that all credits are graded pass/fail.
8. Generally, you should schedule your internship for 3 to 6 credits. Taking fewer than 3 credits does not afford you sufficient time at the placement site to gain a comprehensive understanding of the agency, its operation, and your role there. Taking 7 or more credits typically results in redundancy of experiences and significantly diminishing returns for your time and effort.
9. If you are interested in an internship related to clinical or counseling psychology, you should take as many clinically related courses as possible prior to pursuing the internship.

10. It is imperative that you make arrangements for your internship prior to the semester in which you wish to complete it. This is due to the fact that it is extremely difficult to complete the required agency hours in fewer weeks than the complete semester. You must complete an internship packet before commencement of the internship; packets are available from Dr. Louis Laguna.

11. Register for the internship (Psychology 400) as you would for any other course after approval by Dr. Louis Laguna.

12. The most commonly utilized internship settings for particular interests are:

Clinical/Counseling Psychology

Harrisburg State Hospital - Contact Mrs. Edith Krohn

Lebanon County - Contact Main Office

Philhaven Hospital - Contact Human Resources Department

Working with Children/Youth

Lebanon County Children & Youth - Contact Main Office

Lebanon County Juvenile Probation - Contact Mr. Heckard

Philhaven Hospital - Contact Human Resources Department

Working with Abuse Victims

Domestic Violence Intervention - See Phone Book Blue Pages

Sexual Assault Resource and Counseling - See Phone Book Blue Pages

Community Psychology

Compeer Program of Lebanon County - Contact Anthony Cek (717) 272 - 8317

Working with the Elderly

Kindred Place - See Dr. Louis Laguna for contact information

Guidelines & Expectations for Internships in Psychology

For the Student:

1. Execute the internship experience by picking up an internship packet.
2. Complete 45 clock hours of assigned work for each hour of academic credit earned.
3. Attendance when expected, unless excused by the agency.
4. Be on time.
5. Execute assigned duties and meet all stipulations of the agency.
6. Conduct oneself as a professional, keeping in mind accepted principles of professional ethics and one's own limitations.
7. Meet stipulated academic assignments.

For the Cooperating Agency:

1. Provide appropriate orientation and training.
2. Provide supervision and assistance as needed.
3. Establish clear lines of authority and an understanding of who is supervising the student.
4. Assign student to actual work for which student may apply theoretical and textbook knowledge.
5. Recognize the limits of the student preparation.
6. Execute student work and inform the student and LVC (forms will be provided).

For the College Liaison Person:

1. Assist in arranging intern placements.
2. Be in regular contact with the intern.
3. Formulate / develop / arrange written assignments with the intern.
4. Read and grade written assignments.
5. Be available to student and agency for consultation.
6. Make on-site visits.

For additional information, contact Dr. Louis Laguna, Associate Professor of Psychology, Lebanon Valley College, Annville, PA 17003. Phone: (717) 867-6196. E-Mail: llaguna@lvc.edu.

IX. STUDENT-FACULTY RESEARCH PROJECTS

An extracurricular learning opportunity that students are advised to consider is collaborative research with departmental faculty. All of the full-time members of the Department conduct empirical research in their area of expertise, and students are urged to gain research experience by working with faculty members. This experience is especially useful for students intending to enroll in graduate school, although students halting their education at the Bachelor's level can also gain valuable knowledge from this experience.

Students engaged in research will frequently interact with faculty in a manner that is different from classroom interactions, and come to gain a wealth of advice concerning both graduate school and "real world" work experiences. In addition, many students present the work done with faculty at professional conferences, and/or appear as authors on versions of their work appearing in various peer-reviewed professional journals.

Although faculty frequently seek out students to work with, students can approach faculty members at any time to inquire about any research opportunities that might exist in that professor's lab.

X. RECOGNITION OF ACADEMIC HONORS

Departmental Honors In Psychology. Students receiving departmental honors must be either Psychology or Psychobiology majors, have a minimum overall GPA of 3.0 and a minimum GPA in Psychology/Psychobiology of 3.20 by the end of the junior year. The honors project must be completed in the senior year, and a written proposal must be submitted to the chairperson of the department by the end of the student's junior year. The proposal must be accepted before the student begins the project. Students gaining approval for an honors project must register for 3 credits of PSY 410 ("Independent Laboratory Research"), and the honors designation is contingent upon several components. Students must complete a research paper with a primary supervisor from the Psychology Department, and an oral presentation of the research project is conducted before April 15 of the student's graduation year. The final version of the paper must be turned in to the Psychology Department Chairperson one week before the presentation and students are not allowed to present if this is not turned in on time. All full-time members of the department will vote on whether the project deserves departmental honors; a majority of departmental faculty must vote "yes." The chairperson will settle tie votes. Psychobiology students may follow the guidelines of either the Psychology or Biology departments.

Psi Chi: The National Honor Society In Psychology. The purpose of Psi Chi is to advance the science of psychology and to encourage, stimulate, and maintain scholarship of individual members in all fields, particularly in psychology. Since its development in 1929, over 300 chapters have been established in colleges and universities of recognized and accredited standing throughout the United States. Most of Psi Chi's active members are students. About half of these are undergraduates majoring or minoring in psychology, and half are psychology graduate students and faculty members; all members demonstrate scholastic excellence in the field of psychology. Students who are Psychology/Psychobiology majors and/or minors, have completed 9 semester hours of psychology courses, have achieved a grade point average of 3.2 in Psychology and 3.2 overall and are ranked in the top 35% of their graduating class are eligible for nomination to Psi Chi. Psi Chi members sponsor a variety of programs designed to augment and enhance the regular curriculum. One such endeavor is the Psi Chi Speaker Series, where academic and professional psychologists are invited to LVC to speak to students about their work. Members also engage in various service-oriented programs (such as spending time with local nursing home residents), attend the annual conference of the Eastern Psychological Association each spring (where students presents their own research and learn about cutting-edge work in all areas of psychology), and hold biweekly organizational meetings. The group also takes part in various social activities, including the Psychology Department's Holiday Party (at the end of the Fall semester) and End-Of-The-Year Barbecue (at the conclusion of each Spring semester), as well as the College's Spring Arts Festival each Spring. LVC's chapter of Psi Chi is run by several Student Officers (elected to their positions each Spring), and is advised by Dr. Michelle Niculescu. Prospective members may contact any of these individuals for additional information about the organization, or see the Psi Chi bulletin board in the Department.

XI. PSYCHOLOGY CLUB

In addition to Psi Chi (the national psychology honor society), majors/minors have access to other student-based extracurricular programs within the Psychology Department via participation in the Psychology Club. This group, advised by Dr. Kerrie Smedley and run by several elected Student Officers, is open for all psychology/psychobiology majors and minors to meet and discuss ideas concerning psychology courses and faculty evaluations, on- and off-campus activities relating to psychology (including attending the Eastern Psychological Association (EPA) conference each spring), and graduate school information.

Psychology Advisory Committee. The Psychology Advisory Committee consists of all officers of Psi Chi and the Psychology Club. The Committee meets with department faculty on an as-needed basis to discuss concerns of the students and faculty members. All students are encouraged to inform committee members of problems, concerns, and opinions so that they may be discussed at Committee meetings.

XII. SYSTEM OF ADVISING STUDENTS

The Psychology Department's advising program allows us to work with our majors and minors to ensure that they are exposed to all of the Department's (and the College's) offerings, in an attempt to provide them with (a) a strong liberal arts background and (b) practical information they can use in their eventual careers. All full-time faculty members advise students, guided by the following issues.

Freshman Year Advising. This advising begins prior to the start of each student's freshman year, when incoming students pre-register for their Fall courses. At that initial orientation, the structure of the major, as well as the General Education program, is explained to students. In addition, students are informed of the extra-curricular opportunities available in the Department, such as research experience and internships. At the start of freshman year, the entire Department meets with all new students as part of the First-Year Experience. The group-based activities during this time are geared toward introducing students and faculty to one another, as well as providing students with information that will allow them to hopefully navigate freshman year without any major disruptions. Students and faculty also meet for one-on-one sessions during Advising Day, when discussions about specific courses, college life, and anything else students wish to discuss are common. These personalized discussions continue through the entire first semester, with our new students monitored closely, with one-to-one meetings with advisors scheduled during the Fall semester to discuss anything relevant to each students' collegiate experiences.

Study Abroad. The Psychology department strongly encourages all students to pursue study abroad options. The psychology major is constructed so that students can easily study abroad for a semester without having any negative impact on their progression towards graduation. Most psychology majors who choose to study abroad do so during their sophomore or junior years. We encourage students to begin exploring study abroad options during their freshman year, and discuss with their advisor possible options so that scheduling of classes can be altered to accommodate these plans.

Advising Beyond Freshmen Year. The advising of our Sophomore-, Junior-, and Senior-level students tends to go beyond the standard Pre-Registration/Registration/Mid-Term grades/Graduation Plan advising that is required across all College departments. Specifically, the approach that the Department takes with upperclassmen involves advising that occurs both in and out of the classroom, and focuses on a variety of extracurricular endeavors. One vehicle for such advising is the Sophomore Seminar (PSY 199) course, which focuses on students' lives after graduation from LVC. Specifically, the course looks at entry-level positions available for students with a BS in psychology, as well as requirements for graduate-level education and the ensuing career opportunities available to students with advanced degrees in Psychology. As students are urged to take this course during the Sophomore year, the information acquired during the course has direct implications for how students shape their remaining years at LVC.

Although the Department talks to students about their post-LVC years during their entire undergraduate life, these discussions change in content during Junior and Senior years (typically; the information/discussions that follows sometimes occurs during Freshman and Sophomore years for our more motivated students). As our students become more academically experienced, the opportunities for extracurricular academic work, such as internships and collaborative student/faculty research projects, increase. Students, especially those with career aspirations in the clinical aspects of psychology or graduate school, are advised to participate in these activities prior to graduation; those that do so overwhelmingly report that it was a valuable learning experience.

XIII. CAREER PREPARATION

Overview. The last stage of advising within the Department typically focuses on what students will be doing after their graduation from LVC. Advisors typically begin these discussions in earnest during Junior year, advising students to consider enrollment in graduate school or the work force. Those opting for graduate work are then counseled in terms of the necessary requirements for a graduate school application (e.g., letters of reference, research/internship experiences, completion of the GRE, etc.), as well as how to go about choosing graduate programs. Students opting for immediate entry into the work force are also advised how to go about preparing for application screening and job interviews.

Four Year Career Decision Making Process. Choosing a career path, ideally, involves a series of decisions made over many years, both prior to and during one's college years. During their time as an undergraduate the Psychology Department strongly urges students to follow the steps below in order to reach an informed decision about one's career options.

Freshman Year

- Begin self- assessment process: Focus on skills, interests, and values.
- Get involved in extracurricular activities and gain valuable experience through the psychology club and other organizations.
- Attend workshops and programs conducted by the Psychology Department.
- Become familiar with the Career Planning Office.

Sophomore Year

- Explore career fields by talking with family, friends, alumni and the faculty in the Department.
- Browse through the Psychology Department materials and learn more about careers by reading books, articles, and magazines.
- Talk with faculty advisers and other students in psychology about career possibilities.
- Read the newsletter and attend workshops and programs of the Career Planning Office.
- If interested in attending graduate school, become involved in research with LVC faculty.
- Utilize the Sophomore Seminar (PSY 199) course to engage in serious reflection about career preferences.
- Prepare a resume (with the help of Psychology faculty and/or the Career Planning office) that details both specific work-related experiences as well as skills that you have developed over the years; update this document periodically.

Junior Year

- Investigate graduate and professional school requirements to determine that your academic record will be complete.
- Gain career experience through an internship or as a volunteer.
- Begin to gather letters of reference from faculty, internship sponsors, and summer employers.
- Attend Career Forums to hear alumni speak about their careers.
- Contact Alumni Career Consultants through the Psychology Department and/or Career Planning to ask them for career advice and information.
- Read the Career Planning Newsletter and attend as many workshops and programs as possible.
- Prepare for and take appropriate GRE.
- Gather/request information about specific graduate schools.

Senior Year

- Apply to graduate programs.
- Meet with your advisor (and feel free to contact other faculty as well) as soon as possible to begin planning your job search or graduate school strategy.
- Do extensive research on specific organizations and on the career field of most interest.
- Conduct information interviews with Alumni Career Consultants and other professionals.
- Prepare a final resume that will be sent to prospective graduate schools and/or employers.
- Open a credentials file in the Career Planning Office and make sure that your letters of reference are included.
- Read the Career Planning Newsletter thoroughly and do not miss any of the important workshops, programs, and career forums.
- Interview for positions in chosen field(s) with organizations on and off campus.

Career-Based Research. Beyond the general steps outlined above, students are strongly urged to conduct their own research (in consultation with their Department advisor) on various career paths that are of interest to them. Currently, approximately 40% of LVC psychology and psychobiology students attend graduate school after obtaining their college degree, and the remaining 60% enter the workforce. With this in mind, some possible research sources include the following, many of which are available in the Psychology Department Library (LYN 286).

- Kuther, T. L. (2006). *The psychology major's handbook (2nd Ed.)*. Belmont, CA: Thomson Wadsworth.
- Kuther, T. L. & Morgan, R. D. (2004). *Careers in psychology: Opportunities in a changing world*. Belmont, CA: Thomson Wadsworth.
- Buskist, W. & Sherburne, T. R. (1996). *Preparing for graduate study in psychology: 101 questions and answers*. Needham Heights, MA: Allyn & Bacon.
- DeGalan, J. & Lambert, S. (2001). *Great jobs for psychology majors (2nd Ed.)*. Lincolnwood, IL, VGM Career Books.
- *Getting in: A step-by-step plan for gaining admission to graduate school in psychology*. Washington, DC: American Psychological Association.
- *Graduate programs in psychology: 2004*. (2003). Lawrenceville, NJ: Thomson/Peterson's.
- Keith-Spiegel, P. (1991). *The complete guide to graduate school admission: Psychology and related fields*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Landrum, E., Davis, S., & Landrum, T.A. (2000). *The psychology major: Career options and strategies for success*. Upper Saddle River, NJ: Prentice Hall.

- Sternberg, R.J. (1997). *Career paths in psychology: Where your degree can take you*. Washington, DC: American Psychological Association.

In addition to these sources, students should frequently check the website of “*Eye on Psi Chi*,” a magazine published by the National Honor Society in Psychology (one does not need to be a Psi Chi member to access this website), at www.psichi.org/pubs/eye/past.asp. This site provides full-text versions of all articles that have appeared in this magazine over the years, including many with up-to-date information about various careers in psychology, and how to apply for psychology-related jobs and/or graduate school admission.

General Career Options with a Degree in Psychology. Each specialty area in psychology has entry-level positions, which require a bachelor’s degree, as well as advanced careers requiring additional graduate study. Some of the careers appropriate for students with interests in psychology are listed below (* indicates a Bachelor’s degree is the minimum requirement; remaining careers require graduate degrees).

Research Psychologists: Clinical, Comparative, Developmental, Educational, Engineering, Experimental, Gerontological, Psychometric, Social, Statistical, Cognitive, Psychobiologist, Neuroscientist

Human Services: *Behavioral Technician, Career Counselor, *Case Worker, *Child Development Specialist, Child Psychologist, Clinical Psychologist, Psychotherapist, Counseling Psychologist, Criminologist, *Day Care Center Director, *Development Officer, *Extension Service Specialist, Family Therapist, *Guidance Counselor, Health Psychologist, *House Parent, *Inmate Worker, *Juvenile Counselor, *Elderly Care Activities Director

Business: *Industrial Relations Coordinator, *Administrative Assistant, Advertising Agent, *Bank Trainee, Business Manager, Claims Representative, *Rehabilitation Worker, Consumer Psychologist, Corporation Counselor, *Customer Service Representative, *Employee Counselor, *Employment Training Specialist, Engineering Psychologist, *Import Specialist, *Industrial Psychologist, *Job Analyst, *Labor Relations Coordinator, *Management Specialist, *Management Trainee, *Market Research Analyst, *Research Assistant, *Marketing Specialist, Organizational Psychologist, *Personnel Administrator, *Personnel Trainer, *Program Coordinator, *Program Trainee, *Recruiter, *Sales Person, *Systems Analyst

Public Service: *Affirmative Action Officer, *Community Organization Worker, *Community Planning Specialist, *Psychiatric Assistant, Environmental Psychologist, *Field Health Officer, *Health Policy Planner, *Intelligence Specialist, *Police Detective, *Psychiatric Social Worker, *Policy Analyst, *Probation Officer, *Relocation Worker, *Psychiatric Aide, *Psychometrist, *Resident Advisor, School Counselor, *Therapeutic Activity Aide, *Volunteer Services Director, *Youth Counselor, School Psychologist, *Social Service Aide, *Social Work Specialist, *Social Worker, Sports Psychologist

Communications: *Statistical Report Writer, *Public Opinion Survey Worker, *Media Director, *Consumer Researcher, *Technical Writer

Miscellaneous: Family Medicine Physician, Pediatrician, Psychiatrist, *Recreation Resource Specialist, *Animal Ecologist, *Corrections Administrator, *Curriculum Designer, Lawyer, *Museum Worker, *Park Recreationist

Careers of LVC Psychology & Psychobiology Alumni, 2005-2008. The psychology (PSY) and Psychobiology (PBI) alumni from LVC are typical of psychology majors in general; some have started careers immediately upon graduation, while others have chosen to continue their studies at graduate or medical schools. Specifically, about 40% of our students enter graduate school, 43% obtain jobs related to their psychology/psychobiology training, and 17% enter the work force in positions unrelated to their major (compared to 21, 68, and 11%, respectively, for all recent LVC graduates). The data below are from the LVC Career Services Office (CSO), which conducts post-graduation alumni interviews 6-9 months after each May graduation ceremony, and issues a report soon thereafter. Not all alumni are listed, as the CSO is unable to contact some alumni, but the data here do provide a fair representation of the post-LVC endeavors of the Department’s students¹.

CLASS OF 2005

PSY, Therapeutic Staff Support, Montgomery Central MH/MR, Norristown, PA
 PSY, Graduate Student (DEd, School Psychology), Indiana U. of Pennsylvania, Indiana, PA
 PSY, Investigative Research Analyst, SRA International, Arlington, VA
 PSY, Intensive Case Manager, Northwestern Human Services, Carlisle, PA
 PSY, Supervisor, Hersheypark, Hershey, PA
 PSY, Graduate Student (MEd, School Counseling), Millersville University, Millersville, PA
 PSY, Graduate Student (MEd, Elementary Education), California U. of Pennsylvania
 PSY, Graduate Student (MA, Psychology), Immaculata University
 PSY, Teacher’s Assistant, Gloucester County Special Services School District, Sewell, NJ
 PSY, Graduate Student (MS, Psychology), Shippensburg University
 PSY, Therapeutic Staff Support, Edgewater Children Services, Harrisburg, PA

PSY, Graduate Student (MSW, Social Work), University of Pittsburgh
PSY, Front Desk Clerk, Quality Inn, Pittsburgh, PA
PSY, Professional Basketball Player, Harlem Globetrotters
PSY, Graduate Student (MA, Psychology), Millersville University
PSY, Graduate Student (MA, Psychology), Millersville University
PSY, stay-at-home mother
PSY, Graduate Student (MA, School Psychology), Millersville University
PBI, Graduate Student (PhD, Psychology), University of Oklahoma
PBI, Project Assistant, Pharmaceutical Product Development, Blue Bell, PA
PBI, Fulbright Fellowship, France
PBI, Graduate Student (DPT, Physical Therapy), Widener University
PBI, Associate, Wal-Mart, Lebanon, PA

CLASS OF 2006

PSY, Graduate Student (MS, Psychology), Millersville University
PSY, Youth Program Specialist, Dauphin County Schaffner Youth Center, Steelton, PA
PSY, Graduate Student (MEd, Educational Counseling), Wilmington Graduate Center
PSY, Youth Service Specialist, Northwestern Human Services, Coal Township, PA
PSY, Graduate Student (PhD, Life Span Developmental Psychology), West Virginia University
PSY, Graduate Student, Fairleigh Dickinson University
PSY, Graduate Student (MA, Industrial/Organizational Psychology), West Chester University
PSY, Project Manager, Lockheed Martin, Washington, DC
PSY, Store Clerk, Electronics Boutique, Lebanon, PA
PSY, Psychology & Sociology Teacher, Ravenwood High School, Brentwood, TN
PSY, Mental Health Case Manager, Birch Tasc, Reading, PA
PSY, Therapeutic Staff Support, Harrisburg, PA
PSY, Teacher/Job Coach, Eden Family Services, East Windsor, NJ
PSY, Behavioral Data Specialist, Marcus Institutes, Atlanta, GA
PSY, Research Assistant, Yale University
PSY, Therapeutic Staff Support
PSY, Therapeutic Staff Support, Oregon
PSY, Group Supervisor/Psychological Assistant
PSY, Youth Care Worker, Children's Home of Reading, Reading, PA
PSY, Vocational Rehabilitation Counselor, Suncom Industries, Northumberland, PA
PBI, Graduate Student (Certification), Millersville University
PBI, Residential Counselor, Philhaven, Mount Gretna, PA
PBI, Graduate Student (PhD, Experimental Health Psychology), Kent State University
PBI, Graduate Student (MS, Clinical Psychology), Millersville University
PBI, Hall Director, Millersville University, Millersville, PA
PBI, Graduate Student (OD, Optometry), Ohio State University College of Optometry
PBI, Laboratory Technician, Connective Tissue Gene Tests, Allentown, PA
PBI, Senior Lab Technician, Lancaster Laboratories, Lancaster, PA

CLASS OF 2007

PSY, Graduate Student (MEd, School Counseling), West Chester University
PSY, Therapeutic Support Staff, Community Services Group, Lancaster, PA
PSY, Graduate Student (MS, School Psychology), Millersville University
PSY, Therapeutic Support Staff, Youth Advocate Program, Lancaster, PA
PSY, Graduate Student (MEd, Athletic Management), Millersville University
PSY, Graduate Student (Certification, School Psychology), Millersville University
PSY, Therapeutic Support Staff, T.W. Ponessa & Associates, Lancaster, PA
PSY, Office Manager, EHC Associates, Lancaster, PA
PSY, Graduate Student (MM-HRM, Human Resources), University of Phoenix
PSY, Security Officer, HERCO, Hershey, PA
PSY, Behavioral Therapist, The Vista School, Hershey, PA
PSY, Residential Counselor, Philhaven, Mount Gretna, PA
PSY, Research Associate, Allergan Medical, Goleta, CA
PSY, Addictions Counselor, Lebanon Tx Center, Lebanon, PA
PSY, Graduate Student (MA, History of Social Sciences), Towson University
PSY, Teacher, Baltimore City Public School System, Baltimore, MD
PSY, Graduate Student (MSc, Organizational Psychology), City University of London (UK)
PSY, Administrator, Kensington & Chelsea College, London (UK)
PSY, Therapeutic Staff Specialist, Pike County Youth Advocate Program, Shohola, PA
PSY, Graduate Student (PhD, Social Psychology), Virginia Commonwealth University
PSY, Graduate Student (MEd, Secondary School Counseling), Kutztown University

PSY, Life Skills Aide, Boyertown Area School District, Boyertown, PA
 PSY, Residential Counselor, Philhaven, Mount Gretna, PA
 PSY, Graduate Student (PhD, Clinical Psychology), Argosy University of San Francisco
 PSY, Graduate Student (MS, Clinical Psychology), Millersville University
 PSY, Community Support Associate, Keystone Human Services, Harrisburg, PA
 PSY, Graduate Student (MS, Sports Psychology), West Virginia University
 PSY, Human Resources Analyst, Atlantic Health, Morristown, NJ
 PSY, Lancaster General Hospital, Lancaster, PA
 PBI, Evaluator/Case Manager, CPARC-Center for Industrial Training, Mechanicsville, PA
 PBI, Graduate Student (PharmD), Temple University
 PBI, Conservation Biology Intern, Disney Animal Kingdom, Lake Buena Vista, FL
 PBI, Nurse's Assistant, Pottsville Hospital & Warne Clinic, Pottsville, PA
 PBI, Certified Nurse's Aide, Sarah Todd Memorial Home, Carlisle, PA
 PBI, Graduate Student (MS, Clinical Psychology), Millersville University
 PBI, Neurophysiologist Technologist, Hershey Medical Center, Hershey, PA
 PBI, Behavioral Support Specialist, Milton Hershey School, Hershey, PA

CLASS OF 2008

PSY, Graduate Student (MA, Mental Health & Behavioral Medicine), Boston University
 PSY, Nanny, Cambridge, MA
 PSY, Therapeutic Support Specialist, Indian Creek Foundation, Souderton, PA
 PSY, Graduate Student (PsyD, Counseling), Chestnut Hill College
 PSY, Graduate Assistant, Chestnut Hill College, Flartown, PA
 PSY, Graduate Student (PsyD, Clinical Psychology), the Chicago School of Professional Psychology
 PSY, Guidance Counselor Intern, Chicago Youth Centers, Chicago, IL
 PSY, Therapeutic Staff Support, Milestones Community Healthcare, Harrisburg, PA
 PSY, Graduate Student (MA, Higher Education & Student Affairs), West Chester University
 PSY, Graduate Student (MA, Forensic Psychology), John Jay College of Criminal Justice
 PSY, Research Assistant, John Jay College of Criminal Justice, New York, NY
 PSY, Second Bachelor's Degree Student, Lebanon Valley College
 PSY, Graduate Student (MEd, Secondary School Counseling), Bloomsburg University
 PSY, Graduate Student (MBA, Business Administration), Lebanon Valley College
 PSY, Secretary of IT Services, Lebanon Valley College, Annville, PA
 PSY, Graduate Student (MA, Clinical Psychology), West Chester University
 PSY, Therapeutic Staff Support, CCRES, Downingtown, PA
 PSY, Graduate Student (MSW, Social Work), Kutztown University
 PSY, Professional Nanny, ABC Nanny Source, Philadelphia, PA
 PSY, Probation Officer, Lebanon County Juvenile Department, Lebanon, PA
 PSY, Mental Health Consultant, Keystone Human Services, Harrisburg, PA
 PSY, Therapeutic Staff Support, PA Counseling, York, PA
 PBI, Research Technician/Coordinator, Penn State College of Medicine, Hershey, PA
 PBI, Therapeutic Support Staff, Adams-Hanover Counseling Services, Harrisburg, PA
 PBI, Research Fellow, National Institutes of Health, Bethesda, MD
 PBI, Large Hoof Stock Keeper, Little Rock Zoo, Little Rock, AR
 PBI, Electrician, Dale Sweigart Electric, Reading, PA
 PBI, Chemical Biological Radiological Nuclear Specialist (74D), United States Army
 PBI, Graduate Student (PhD, Pharmacology), Temple University
 PBI, Research Assistant, Temple University Department of Pharmacology, Philadelphia, PA

¹For alumni who provided more than one post-LVC career path (e.g., attending graduate school and working full- or part-time), all pursuits are listed, on separate lines.

XIV. COURSES IN PSYCHOLOGY

111. General Psychology I. This survey course examines the relationship between research and theory in the field of psychology. A brief review of the history of psychology allows students to understand the evolution of the discipline. The remainder of the course provides an overview of the basic research areas of psychology, including physiological psychology, sensation and perception, learning and memory, language and cognition, and human development. 3 credits.

112. General Psychology II. This survey course examines the relationship between research and theory in the field of psychology, with emphasis on the field of applied psychology. Individual and societal influences on physical and

psychological health will be examined. Topics will include psychological testing, personality theory, intelligence, motivation and emotion, social behavior, and psychological disorders and treatment. 3 credits.

120. Introduction to Experimental Psychology. An introduction to psychology as a science, emphasizing laboratory research. Students complete literature reviews, design and conduct a psychological experiment, perform data analysis and interpretation, and review scientific ethics. In addition, subdisciplines of psychology, and methodology specific to each, are explored. 4 credits.

130. Statistics & Data Analysis. This laboratory course explores the basic quantitative and qualitative statistics and data-based analytical methods used by scientists to interpret and understand behavior. Topics include the logic of the scientific method applied to data analysis, descriptive statistics, the foundations and utility of inferential statistics, and the statistical methodologies of simple and advanced hypothesis testing. Students will also design, analyze, and present the results of their own original data-collection project. 4 credits.

180. Child Development & Education. A survey of major ideas in child development and educational psychology, with an emphasis on classroom applications. Topics include human development, intelligence, language, learning, memory, motivation, and social and cultural contexts of development. 3 credits.

199. Sophomore Seminar. This course is designed to help clarify students' interests and long-term plans in the field of psychology. Topics include identifying the academic and interpersonal abilities necessary to become a successful student at the undergraduate level and beyond, reviewing the broad skills and values related to different careers in psychology, preparing students for the different elements of job searching and applying to graduate school, exploring employment options in psychology available to individuals with bachelor's and graduate degrees, and reflecting on one's own skills/interests to develop a general career plan for their post collegiate life. This will be a pass/fail course for all students. 1 credit.

230. Psychology of Adolescent Development. A study of the psychological characteristics and changes occurring during adolescence. Topics include psychological development, social influences, cognitive and intellectual development, identity and self-concept, sexual development, values, and transition to adulthood. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

235. Psychology of Adult Development and Aging. A study of research, literature, and theories concerned with psychological change in the adult, from early adulthood to death. Current research methods and findings are covered in the areas of physical, cognitive, personality, and social changes in the adult years. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

240. Organizational Psychology. Psychological principles applied to organizational behavior. Topics include individual factors (personality, attitudes, perceptions), group dynamics, personnel selection and training, communication, leadership, ergonomics and organizational change. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

245. Personality. A study of the major theories of personality, with emphasis on psychoanalysis, humanistic psychology, behaviorism, social learning, and trait theory. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

247. Psychological Perspectives on Gender. This course is designed to address a broad spectrum of issues related to the psychology of gender. Of central importance is the examination of empirical findings related to gender differences and similarities in biological, behavioral, cognitive, social, and emotional domains. The course will also involve a critical examination of the meaning of gender in the field of psychology and in the broader society. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

248. Health Psychology/Behavioral Medicine. This course is designed as an introduction to health psychology/behavioral medicine. It will consider the role of psychology in the health field, including medical settings. It covers the relationship between psychological factors and physical disease from predisposition through maintenance. The study of behavioral medicine will include treatment of stress and stress-related disorders, preventive health behaviors and factors related to adherence of treatment programs. It also explores the psychological connections of pain and pain management, and how personal control is related to both health and the disease process. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

250. Sensory and Perceptual Processes. Surveys structures and functions of, and research strategies to examine, the various sensory systems with particular emphasis on the visual system. Physiological, psychological and philosophical aspects of perception are discussed. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

252. Science of Emotion. This course will study the philosophical, psychological, and scientific foundations and implications of the emotion process by examining several related psychological elements associated with emotions, including motivational, social, and cognitive processes. Objectives include identifying several key questions in the

science of emotion, understanding scientific approaches to the study of emotion, examining several processes associated with emotion & how these processes influence (and/or are influenced by) the emotion process, and analyzing major theories of emotion. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

255. Evolutionary Psychology. We begin with a brief historical review of key themes in psychology and evolutionary biology, then discuss the view of the mind as a set of information-processing mechanisms that were designed by natural selection to solve adaptive problems faced by our hunter-gatherer ancestors. We then proceed to substantive topics including problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance. The course concludes by arguing for a unified field that integrates the different branches of psychology. Successful completion of this course will enable students to understand the major methods, theories, and findings in evolutionary psychology, and to apply that knowledge to their everyday lives. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

260. Learning and Memory. This course explores various processes involved in knowledge acquisition, storage, and retrieval. Specific topics include associative learning mechanisms, the impact of reinforcement & punishment on behavior, generalization & discrimination, memory encoding, long-term memory storage and retrieval, memory distortions, and the sources of individual differences in learning and memory. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

265. Abnormal Behavior and Experience. A study of mental, emotional and behavioral problems, including alcohol and drug abuse, brain disorders, criminal and psychopathic behavior, neuroses, psychophysiological reactions, psychoses, sexual deviations, subnormal intelligence, and suicide. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

268. Introduction to Clinical Psychology. A study of the ways psychologists assist persons and groups. Particular attention is given to assessment, individual and group therapy, marriage and family counseling, and community psychology. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

270. Forensic Psychology. This course will focus on three critical areas that fall under the umbrella of forensic psychology. First, students will be introduced to the area of legal psychology, including applied empirical research on issues important to the legal system such as eyewitness accuracy, police selection, jury decision making, and legal assumptions about human behavior relevant to the rights of defendants, victims, children, and consumers of mental health services. Second, the area of psychological jurisprudence will be explored by studying efforts to develop a philosophy of law and justice based on psychological values. Third, students will be introduced to the concepts generally thought of as forensic psychology, such as criminal profiling, insanity defense, competence to stand trial and child custody decisions. Prerequisites: PSY 111, 112, 120, or 130. 3 credits. [Cross-listed as Sociology 270]

280. Introduction to Neuropsychology. This course serves as an introduction to the content areas and methodology of neuropsychology, the study of the relationships between brain function and behavior. Topics include basic communication in the nervous system, organization and function of sensory and motor systems, hemispheric specialization, localization of function, brain injury and plasticity, and issues associated with neuropsychological assessment. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

285. Introduction to Psychopharmacology. The course discusses the brain and its most common neurotransmitters, how transmitting neurons send and receive electrochemical information, the pharmacokinetics (metabolism and elimination) and pharmacodynamics (absorption, distribution, and effects) of each drug, as well as the action sites, side effects, and mechanisms of each drug. This course also surveys the most commonly used substances to treat mental disorders, such as antianxiety, antidepressant, antipsychotic, mood-stabilizer, psychostimulant, and cognitive enhancer medications. Prerequisites: PSY 111, 112, 120, or 130. 3 credits.

290-298. Special Topics. 1-6 credits.

324. Psychology of Child Development. This course provides a broad foundation for understanding child development through an integration of practical, theoretical, and research orientations. Attention is given to both cultural and biological determinants of social, cognitive, physical, and emotional development, focusing on individual differences as well as group similarities. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

325. Child Development Laboratory. The course will provide students with experience planning (including IRB approval), observing, measuring, and analyzing child behavior using the methods employed by developmental researchers. This is intended to supplement the theory and research background they receive in PSY 324. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 324. 1 credit.

332. Psychological Testing and Assessment. An introduction to the principles of psychological measurement, methods of test design and construction, and applications and interpretations of existing psychological tests. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

333. Psychological Testing and Assessment Laboratory. Students will be given the opportunity to experience how psychological tests are designed and evaluated. Each student will conduct a literature review on their selected topics, and then design, construct, distribute, and evaluate the validity/reliability of a psychological test instrument consistent with a research theme that will change every year. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 332. 1 credit.

346. Social Psychology. This course explores the science of individual human behavior in social situations. The topics covered may include attitude development and change, conformity, persuasion, person perception, attribution, attraction, and group processes. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

347. Social Psychology Laboratory. This course is intended to provide students with hands-on experience in the types of survey design, observational research, and lab-based experimentation social psychologists conduct. The course culminates in the presentation of data from students' original research within social psychology. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 346. 1 credit.

363. Cognitive Science. This course explores the human mind by integrating philosophical, psychological, and biological perspectives on the nature of thought processes. Specific topics discussed in this framework include attention, perception, consciousness, memory, language, reasoning, intelligence, and thought-related dysfunctions. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor. 3 credits.

364. Cognitive Science Laboratory. This is an advanced, hands-on seminar in cognitive science, which will allow students to explore a preferred interest in human thinking via laboratory research. Students will review the literature on their chosen topic, design an experiment addressing this issue, and then collect, analyze, and present the data from their research project. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 363. 1 credit.

378. Behavioral Neuroscience. A study of the biological bases (substrates) of behavioral processes. The course focuses on the neurophysiology of learning and memory, sleep, eating behaviors, emotion, motivation, movement, and psychopathology. Prerequisites: PSY 111, 112, 120 and 130, or permission of the instructor; completion of a biology course is also recommended. 3 credits. *[cross-listed as PBI 378]*

379. Behavioral Neuroscience Laboratory. Students will be introduced to methods used in the study of the nervous system and its influence on behavior. Lab work will include collecting, analyzing, and reporting data from physiological studies, as well as sheep brain dissection. In addition, students will develop animal models of human behaviors. The course culminates in the presentation of basic neuroscience principles to children. Prerequisites: PSY 111, 112, 120, and 130; students must also have either completed or be currently enrolled in PSY 378. 1 credit. *[cross-listed as PBI 379]*

400. Internship. This course focuses on practical and professional work experience related to the student's work or research interests or graduate school plans. Internships are limited to off-campus sites only. Students should not take more than six credits per semester. This will be a pass/fail course for all students. Prerequisites: PSY 111, 112, 120, 130, and at least 6 completed credits at the 200 level or higher; overall GPA of at least 2.5; completion of departmental form; approval of internship site by student's advisor prior to registration. 1-12 credits.

410. Independent Laboratory Research. This advanced seminar allows students to explore their own research-based interests in psychology via the completion of a laboratory experiment on a psychological topic of their choosing. Students will review the literature on their topic in an integrative manner, formulate a novel experiment that addresses some aspect(s) of their chosen discipline, collect and analyze data for their experiment, and then present their findings in the form of an oral presentation and a complete APA-style research manuscript. Students may complete this course a maximum of 2 times (for a total of 6 credits), provided that the work in the two courses focuses on separate topics. Prerequisites: PSY 111, 112, 120, 130, at least 6 completed credits at the 200 level or higher, and a meeting with the course instructor prior to the start of the semester to begin discussing possible research topics. 3 credits.

420. Independent Reading. This is an advanced seminar in psychological science, where all students will research topics on the same specified theme, selected by the instructor (this theme will be different with each offering of the course). Students will produce an integrative literature review of their issue and develop some conclusions about their topic, then present their insights in both oral and written forms. Prerequisites: PSY 111, 112, 120, 130, at

least 6 completed credits at the 200 level or higher, and a meeting with the course instructor prior to the start of the semester to begin discussing possible research topics. 2 credits.

443. History and Theory. A study of the history of psychology, including philosophical precursors to psychology, early and modern schools of thought within psychology, important trends, and famous psychologists. Prerequisites: PSY 111, 112, 120, 130, and at least 6 completed credits at the 200 level or higher. 3 credits.

XV. COURSE SEQUENCING

Students should use the following information when planning their academic schedules, and note that this schedule is tentative and subject to change due to faculty availability and student demand.

Courses Offered Every Semester

PSY 111. General Psychology I
PSY 112. General Psychology II
PSY 120. Introduction to Experimental Psychology
PSY 130. Statistics & Data Analysis
PSY 180. Child Development & Education
PSY 400. Internship
PSY 410. Independent Laboratory Research
PSY 443. History & Theory

Courses Offered During Fall Semesters

PSY 199. Sophomore Seminar
PSY 230. Psychology of Adult Development
PSY 245. Personality
PSY 250. Sensory & Perceptual Processes
PSY 252. Science of Emotion
PSY 260. Learning & Memory
PSY 265. Abnormal Behavior & Experience
PSY 324. Psychology of Child Development
PSY 325. Child Development Laboratory
PSY 378. Behavioral Neuroscience
PSY 379. Behavioral Neuroscience Laboratory

Courses Offered During Spring Semesters

PSY 235. Psychology of Adolescent Development
PSY 247. Psychological Perspectives on Gender
PSY 255. Evolutionary Psychology
PSY 268. Introduction to Clinical Psychology
PSY 270. Forensic Psychology
PSY 280. Introduction to Neuropsychology
PSY 285. Introduction to Psychopharmacology
PSY 332. Psychological Testing & Assessment
PSY 333. Psychological Testing & Assessment Laboratory
PSY 346. Social Psychology
PSY 347. Social Psychology Laboratory
PSY 363. Cognitive Science
PSY 364. Cognitive Science Laboratory
PSY 420. Independent Reading

Courses Offered on a Variable Schedule: Child Psychopathology, Cross-Cultural Psychology, Organizational Psychology, Health Psychology, Sports Psychology

XVII. DEGREE REQUIREMENTS FOR THE PSYCHOLOGY MINOR (credit values appear to the right of each course, and ^L indicates a Lab course; Departmental approval may be requested to adjust major requirements to individual needs)

A. FOUNDATION COURSES. All are required, and there are no prerequisites for 100-level courses.

PSY 111: General Psychology I (3)
PSY 112: General Psychology II (3)
PSY 120: Introduction to Experimental Psychology (4)^L
PSY 130: Statistics and Data Analysis (4)^L

B. ELECTIVES. Students must complete 6 PSY credits at the 200-level or higher, and 3 PSY credits at the 300-level, with courses selected from the following options. The prerequisites for 200-level courses are PSY 111, 112, 120, or 130, while the prerequisites for the 300-level courses are PSY 111, 112, 120 and 130, or permission of the instructor.

200-LEVEL COURSES

PSY 230: Adolescent Development (3)
PSY 235: Adult Development (3)
PSY 240: Organizational Psychology (3)
PSY 245: Personality (3)
PSY 247: Psychological Perspectives on Gender (3)
PSY 250: Sensory & Perceptual Processes (3)
PSY 252: Science of Emotion (3)
PSY 255: Evolutionary Psychology (3)
PSY 260: Learning & Memory (3)
PSY 270: Forensic Psychology (3)
PSY 265: Abnormal Behavior (3)
PSY 268: Clinical Psychology (3)
PSY 280: Neuropsychology (3)
PSY 285: Psychopharmacology (3)

300-LEVEL COURSES

PSY 324: Child Development (3)
PSY 332: Psy. Testing & Assess't. (3)
PSY 346: Social Psychology (3)
PSY 363: Cognitive Science (3)
PSY 378: Behavioral Neuroscience (3)

XVIII. DEGREE REQUIREMENTS FOR THE PSYCHOBIOLOGY MAJOR (*credit values appear to the right of each course, and ^L indicates a Lab course*)

A. PSYCHOLOGY COURSES. *All are required; consult the College catalog for prerequisites for courses at the 200 level and higher.*

PSY 111: General Psychology I (3)
PSY 120: Introduction to Experimental Psychology (4)^L
PSY 130: Statistics & Data Analysis (4)^L
PSY 285: Psychopharmacology (3)
PSY 378: Behavioral Neuroscience (3)
PSY 379: Behavioral Neuroscience Lab (1)^L

B. BIOLOGY COURSES. *All are required; consult the College catalog for prerequisites for courses at the 200 level and higher.*

BIO 111: General Biology I (3)
BIO 112: General Biology II (3)
BIO 113: General Biology Lab I (1)^L
BIO 114: General Biology Lab II (1)^L
BIO 212: Animal Behavior (4)^L
BIO 322: Vertebrate Physiology (4)^L or BIO 324: Invertebrate Physiology (4)^L

C. CHEMISTRY COURSES. *All are required.*

CHM 111: Principles of Chemistry I (3) CHM 113: Introductory Laboratory I (1)^L
CHM 112: Principles of Chemistry II (3) CHM 114: Introductory Laboratory II (1)^L

D. ADDITIONAL COURSES. *All are required; consult the College catalog for prerequisites for courses at the 200 level and higher.*

MAS 161: Calculus I (3) or MAS 170: Elementary Statistics (3)
PBI 499: Senior Seminar (1) or BIO 499: Senior Seminar (1)

E. ELECTIVES. *Each student will also be required to take at least 8 additional credits in the sciences or mathematics (in consultation with his or her advisor), from the courses appearing below; consult the College catalog for prerequisites. Furthermore, depending upon students' interests and career goals, individuals are **strongly** encouraged to become involved in independent research by working with individual faculty members on campus or by participating in some type of off-campus internship experience. It is also helpful to and competitive for students to complete as many of the following courses as manageable.*

BIO 201: Genetics	PSY 250: Sensory and Percep. Processes
BIO 221: Comparative Vertebrate Anatomy	PSY 255: Evolutionary Psychology
BIO 304: Developmental Biology	PSY 280: Intro. to Neuropsychology
BIO 305: Cell and Tissue Biology	PSY 363: Cognitive Science
BIO 306: Microbiology	PSY 364: Cognitive Science Lab ^L
BIO 323: Introduction to Immunology	PSY 400: Internship
BIO 400: Internship (with advisor approval)	PSY 410: Independent Lab. Research ^L
BIO 404: Electron Microscopy	
BIO 500: Independent Study (with advisor approval)	
CHM 213 & 215: Organic Chemistry I, II	
CHM 214 & 216: Organic Chemistry Lab I ^L , II ^L	
PHY 103: General College Physics I	
PHY 104: General College Physics II	

XIX. DEGREE REQUIREMENTS FOR THE LVC GENERAL EDUCATION PROGRAM FOR PSYCHOLOGY MAJORS

A. Communications (2 courses)

ENG 111 or FYS 100 _____ ENG 112 _____

B. Writing Process (3 courses from approved list; PSY 245 is an elective PSY course that can meet this requirement)

PSY 120 PSY 443 _____

C. Liberal Studies (8 courses; 1 course from each area, and an additional course in 2 of the 3 groups)

Group I

History (HIS, AMS; Area 1) _____ Area 1 or 2 _____
Social Science (ECN/PSC/SOC; Area 2) _____

Group II

Natural Science (BIO/CHM/ESS/PHY/PSY/SCI; Area 3) PSY 120 Area 3 or 4 _____
Mathematics (MAS; Area 4) _____

Group III

Literature & Fine Arts (ART/ENG/MSA; Area 5) _____ Area 5 or 6 _____
Religion & Philosophy (REL/PHL; Area 6) _____

D. Foreign Language (2 courses)

Foreign Languages (101/102 or 201/202 from GMN/ITA/FRN/SPA) _____

E. Cross-Cultural Studies (2 courses; PSY 247 is an elective PSY course that can meet the Diversity Studies requirement)

Foreign Studies (one course from approved list) _____
Diversity Studies (one course from approved list) _____

F. Disciplinary Perspectives (1 course from approved list; must have JR standing (56 cr.))

Errata

• 120 credits required to graduate; 30 of last 36 credits must be at LVC • candidates for a degree must obtain an overall GPA of at least 2.0 and a major GPA of at least 2.0 • full-time standing requires 12 credits per semester; 17 credits/semester is the maximum permitted without approval of the advisor and registrar (3.0 overall GPA or senior standing required to take more than 17 credits • class standing: 0-27 credits = freshman; 28-55 = sophomore; 56-83 = junior; >83 = senior • 24 credits per academic year required to remain eligible for federal, state, and institutional financial aid • pass/fail standards: sophomore standing; 2 courses per semester and one per summer session can be taken pass/fail; only 6 pass/fail courses may count toward graduation requirements (but not general education, major, minor, or secondary education certificate requirements) • Academic Honors: Dean's List (min. GPA=3.40 with 12 credit course load); Graduation Honors (Summa Cum Laude = 3.75 - 4.0 overall GPA; Magna Cum Laude = 3.60 - 3.74; Cum Laude = 3.40 - 3.59)

XX. DEGREE REQUIREMENTS FOR THE LVC GENERAL EDUCATION PROGRAM FOR PSYCHOBIOLOGY MAJORS

A. Communications (2 courses)

ENG 111 or FYS 100 _____ ENG 112 _____

B. Writing Process (3 courses from approved list; PSY 245 is an elective PSY course that can meet this requirement)

PSY 120 _____

C. Liberal Studies (8 courses; 1 course from each area, and an additional course in 2 of the 3 groups)

Group I

History (HIS, AMS; Area 1) _____ Area 1 or 2 _____
Social Science (ECN/PSC/SOC; Area 2) _____

Group II

Natural Sci. (BIO/CHM/ESS/PHY/PSY/SCI; Area 3) PSY 120 Area 3 or 4 BIO 111/112
Mathematics (MAS; Area 4) MAS 161 or 170

Group III

Literature & Fine Arts (ART/ENG/MSC; Area 5) _____ Area 5 or 6 _____
Religion & Philosophy (REL/PHL; Area 6) _____

D. Foreign Language (2 courses)

Foreign Languages (101/102 or 201/202 from GMN/ITA/FRN/SPA) _____

E. Cross-Cultural Studies (2 courses)

Foreign Studies (one course from approved list) _____
Diversity Studies (one course from approved list) _____

F. Disciplinary Perspectives (1 course from approved list; must have JR standing (56 cr.))

Errata

• 120 credits required to graduate; 30 of last 36 credits must be at LVC • candidates for a degree must obtain an overall GPA of at least 2.0 and a major GPA of at least 2.0 • full-time standing requires 12 credits per semester; 17 credits/semester is the maximum permitted without approval of the advisor and registrar (3.0 overall GPA or senior standing required to take more than 17 credits • class standing: 0-27 credits = freshman; 28-55 = sophomore; 56-83 = junior; >83 = senior • 24 credits per academic year required to remain eligible for federal, state, and institutional financial aid • pass/fail standards: sophomore standing; 2 courses per semester and one per summer session can be taken pass/fail; only 6 pass/fail courses may count toward graduation requirements (but not general education, major, minor, or secondary education certificate requirements) • Academic Honors: Dean's List (min. GPA=3.40 with 12 credit course load); Graduation Honors (Summa Cum Laude = 3.75 - 4.0 overall GPA; Magna Cum Laude = 3.60 - 3.74; Cum Laude = 3.40 - 3.59)

XXI. SUGGESTED COURSE SEQUENCING FOR LVC PSYCHOLOGY MAJORS. *The 4-year plan that appears below is a guide to aid students in course selection; individual preferences may lead students to deviate from this plan. In addition, PSY majors could easily complete a semester in LVC's Study Abroad program during Junior or Senior Year and still complete all graduation requirements within 4 years. Finally, students should consult their advisors each semester when planning their course schedules.*

Year	Fall Semester	Spring Semester
FRESHMAN	PSY 111 or PSY 112 ^a (3 credits) ENG 111 or FYS 100 (3) GE: Foreign Language 101 or 201 (3) GE: MAS 100 or 170 (3) GE: Liberal Studies Area 1, 2, 5, or 6 ^b (3)	PSY 111 or PSY 112 (3) ENG 112 (3) GE: Foreign Language 102 or 202 (3) GE: Liberal Studies Area 1, 2, 5, or 6 (3) GE: Liberal Studies Area 1, 2, 5, or 6 (3)
<p><i>Notes: ^aPSY majors should complete the PSY 111/112 sequence during Freshman year. These 2 courses should be taken in different semesters, and they can be completed in either order (i.e., complete 111 in the Fall and 112 in the Spring, or vice-versa), based on individual preferences. ^bWhen selecting GE courses from Areas 1, 2, 5 and 6 during one's first 2 years on campus, students should only complete 1 course from each of these Areas.</i></p>		
SOPHOMORE	PSY 120 or PSY 130 ^c (4) PSY 199 (1) PSY 2XX ^d (3) GE: Liberal Studies Area 1, 2, 5, or 6 (3) GE: Liberal Studies Area 3/4 or DS ^e (3)	PSY 120 or PSY 130 (4) PSY 2XX (3) GE: Foreign Studies (3) Elective Course (3) Elective Course (3)
<p><i>Notes: ^cPSY majors should complete the PSY 120/130 sequence during Sophomore year. These courses should be taken in different semesters, and can be completed in either order (i.e., complete 120 in the Fall and 130 in the Spring, or vice-versa), based on individual preferences. Furthermore, PSY majors will meet their GE Area 3 requirement by completing PSY 120. ^d2XX refers to any 200-level PSY course. ^eDS refers to the Diversity Studies portion of the GE program.</i></p>		
JUNIOR	PSY 3XX ^f (3) PSY 3XX-Lab (1) PSY 2XX or 3XX (3) GE: Liberal Studies Area 5/6 or DS (3) GE: Liberal Studies Area 1/2 or DS (3) GE: Writing Process Elective ^g (3)	PSY 443 (3) or 400/410/420 ^h (2-3) PSY 2XX or 3XX (3) GE: Disciplinary Perspectives (3) Elective Course (3) Elective Course (3)
<p><i>Notes: ^f3XX refers to any 300-level PSY course. PSY majors must complete their 300-level 2-course lab sequence during either Junior or Senior year. ^gSome "Writing Process" courses also satisfy other requirements (e.g., PSY 120 and 443 meet major requirements and WP requirements), so individual schedules will vary. ^hThe Psychology "Capstone" requirements of PSY 443 and one of 400/410/420 can be completed any time after one's 5th semester (and students taking more than 3 credits of PSY 400 ("Internship") in partial satisfaction of the Capstone requirement would require fewer additional courses during the semester they complete PSY 400).</i></p>		
SENIOR	PSY 443 (3) or 400/410/420 (2-3) PSY 2XX or 3XX (3) Elective Course (3) Elective Course (3) Elective Course (3)	PSY 443 (3) or 400/410/420 (2-3) PSY 2XX or 3XX (3) Elective Course (3) Elective Course (3)