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# TABLE OF CONTENTS

Acknowledgments and Preface................................................................................................................. 4

I. Introduction ........................................................................................................................................ 5  
   A. What is psychology................................................................................................................... 5  
   B. Why study psychology............................................................................................................. 6

II. Psychology at Loyola: The curriculum.......................................................................................... 7  
    A. Majoring in psychology: description of the major................................................................ 7  
    B. Psychology major course requirements ............................................................................... 10  
    C. Focus areas ............................................................................................................................ 12  
    D. The internship course (PSYC 390) ..................................................................................... 14  
    E. PSYC 399-Special Studies .................................................................................................... 15  
    F. PSYC 397-Independent Research ......................................................................................... 15  
    G. Limitation on variable topic courses and Practicum-Internship courses ....................... 16  
    H. Double majoring .................................................................................................................... 16  
    I. Double degrees ...................................................................................................................... 16  
    J. Combined Bachelor’s degree (B.S.) and Master’s degree (M.A.) ..................................... 17  
    K. Combining the Psychology major with another minor concentration ............................ 17  
    L. Interdisciplinary minor in the Psychology of Crime and Justice ................................. 18  
    M. The minor sequence in Psychology. .................................................................................... 18  
    N. Taking graduate courses as an undergraduate .................................................................... 18  
    O. Psychology for teachers ........................................................................................................ 18

III. Administrative Procedures: Cutting Through the Red Tape.................................................... 19  
    A. Declaring a major in psychology ......................................................................................... 19  
    B. Declaring a minor in psychology ........................................................................................ 20  
    C. Transfer students .................................................................................................................. 20  
    D. Taking courses at other schools .......................................................................................... 21  
    E. Grievance procedures and ground rules ............................................................................. 21

IV. Academic Advisement .................................................................................................................. 22  
    A. You and your advisor .......................................................................................................... 22  
    B. Advisement for transfer students ....................................................................................... 22

V. Student Activities, Organizations and Honors ........................................................................ 22  
    A. The Undergraduate Program Steering Committee ............................................................ 22  
    B. Volunteer work ..................................................................................................................... 23  
    C. Field Study and Special Studies .......................................................................................... 23  
    D. Departmental special events .............................................................................................. 23  
    E. Attending conferences ........................................................................................................ 23  
    F. Student affiliation in professional organizations ............................................................... 24  
    G. Psychology Club .................................................................................................................. 24  
    H. Psi Chi .................................................................................................................................... 24  
    I. The Psychology Honors Award Program ............................................................................ 24  
    J. Other departmental honors ................................................................................................ 25

VI. Research Opportunities ............................................................................................................... 25  
    A. Importance of research experience ...................................................................................... 25
B. Obtaining research experience as an undergraduate ......................................................... 25
C. Ethical issues in research ................................................................................................. 26

VII. Careers in Psychology ............................................................................................... 26
    A. Careers as a psychologist ......................................................................................... 26
    B. Careers in related professions ............................................................................... 27
    C. Careers with a Bachelor's degree in Psychology ..................................................... 28

VIII. Psychology Department Undergraduate Courses ..................................................... 31

IX. Psychology Department Faculty and Interests .......................................................... 33

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Preface

The purpose of this Handbook is communication. It is intended to inform any interested student about the field of psychology generally, and about the undergraduate programs in psychology at Loyola in particular. This document should be considered as a supplement to the current Undergraduate Studies Catalog as a source of information. Unlike the college Catalog, though, this is not a "legal document." Both the Handbook and the Catalog are subject to revision from time to time. In case of any discrepancy between them, you are bound to the regulations stated in the Catalog being used at the time when you entered Loyola.

Although we have tried to convey a lot of information here, we realize that communication is a two-way street. Therefore, we hope that you will not be content with simply reading this Handbook, but instead will feel encouraged to talk with our faculty about your questions and concerns. Finally, we would appreciate your communicating with the Undergraduate Program Director, Dr. Lois Leidahl (773-508-8345); email (leidah@luc.edu) about any suggestions you have for improving the content and format of this handbook. Read on!
I. INTRODUCTION

A. What is psychology

Antonio is severely depressed; he has attempted suicide. What causes depression? Is it inherited? How do anti-depression drugs such as Prozac work? Susan suffers from an eating disorder called anorexia nervosa; she is literally starving herself to death. Why do people, adolescent women in particular, experience this kind of illness? What is the best treatment for this illness? The media report that “hate crimes” in a neighborhood are on the rise. What causes people to hate? How is prejudice of any kind learned? And how do we combat it? Julie’s aunt is beginning to show the memory deterioration that goes with Alzheimer’s disease. Can the onset of Alzheimer’s disease be predicted? What happens in the brain to causes this major cognitive deficiency? At a local manufacturing plant, work efficiency has dropped off sharply and absenteeism has increased alarmingly in the last month. What causes these trends and how can they be reversed? Tom and Maria have just had their first child, a boy. What are the normal stages of cognitive and emotional development? How can they best parent their young son?

The science of psychology deals with these questions, as well as many others, by studying human experience and behavior. Psychology examines, for example, how we develop and mature intellectually and emotionally; how people see, hear, learn and remember; how people respond adaptively or maladaptively to stress and conflict; how one's physiological functioning relates to one's psychological and social functioning; what makes people differ in their attitudes, feelings, values, and life styles; what motivates people to do the things they do - whether the behavior is altruistic giving or a schizophrenic withdrawal.

Although psychology is still a rather new field of study, the questions that psychologists ask are fundamentally the same questions that have puzzled serious thinkers for centuries. But psychology seeks its answers not through speculation, but through the rigorous application of the scientific method. It is fair to say that, as yet, there are no final answers. What this means is that psychology is an open-ended and open-minded field of study to which any individual might contribute. Everyone is a psychologist in that all of us in our own way try to understand ourselves and other people. The study of psychology, whether it be one undergraduate course or a lifetime career, is one way of furthering this understanding.

In addition to being a scientific approach to understanding behavior and experience, psychology is also a practical profession that applies psychological principles and methods to solving individual and social problems. These applications can take many forms. One form is through a type of work that involves providing direct services to individuals, groups or organizations by means of counseling, therapy or advice. Such services are delivered by professionals in a variety of specializations within psychology and related fields. Another way in which psychology is applied is through problem solving and evaluation research. Rather than providing direct services to one particular "client," professionals who undertake research careers have the aim of helping people and society by providing information. This research-based information could be about the basic causes and possible solutions to virtually any kind of human problem, or about the effectiveness of existing attempts to deal with a problem.

Yet another way in which psychology is applied by professionals is through social action. For example, using psychological principles, a psychologist might help employees in an organization or residents of a community to organize themselves to work for their common interests. In sum, as a science, psychology is a way of discovering basic principles about behavior and experience; and as a profession, psychology is one way of applying those principles to achieve individual and social goals.
B. Why study psychology

Many students are drawn to the study of psychology because they are interested in people; they want to know more about themselves and others, why people think, feel and act the way they do, and what can be done to overcome their own or other people's problems. These are perhaps the most fundamental and general reasons why you might study psychology (or at least why you have made it this far in this Handbook). But, some more specific reasons for studying psychology are expressed in the GOALS of the department for its undergraduate programs which include:

1. **Contributing one important component to your general education as a university student.** Loyola University has traditionally emphasized the value of a liberal education which means appreciating the broadest possible range of perspectives on the great issues of this or any age. Breadth of knowledge is not only the defining characteristic of an educated person, it also affords the flexibility required of an ever changing world. And, from a practical standpoint, many employers stress that they are interested not in persons with narrow expertise, but in people who can think, communicate, and learn. The field of psychology offers a perspective that is just one among many, but one that we believe is important and unique.

2. **Providing a substantial and broadly applicable background for a wide variety of careers with a Bachelor's degree.** It is a commonly held myth that there is little one can do which is relevant to one's undergraduate degree in psychology. One section of this Handbook and other materials available in the Department describe the diversity of job opportunities in human service, research, social action teaching, etc. that are undertaken by people with a Bachelor's degree. Undergraduates have the opportunity to carry out psychological research in an applied setting by participating in senior internship courses (PSYC 390 & 392). Many other courses provide excellent preparation for psychology-related careers for those who terminate their formal education at the Bachelor's level.

3. **Serving as a foundation for advanced study in one of the specializations in psychology or other professions such as medicine, dentistry, law, social work, business and so forth.** In order to be a fully professional "psychologist" and to legitimately refer to yourself with that term, it is necessary to obtain an advanced degree. The Psychology Department has an excellent record of producing graduates who are accepted into graduate schools for further study in the numerous specialty areas of psychology. Additionally, some background in psychology (e.g., a minor or major) provides very appropriate preparation for advanced professional education in virtually any field that involves science and/or working with people.

4. **Fostering in-depth study, research and application in topic areas of particular interest.** The College core and Departmental major requirements help to insure the above-mentioned goal of exposure to a broad range of perspectives. Thus, students can confidently pursue an area in psychology of personal interest without the risk of becoming over specialized. Later in this Handbook we will describe how, in the process of obtaining a Psychology major, you can "concentrate" your interest in psychology by focusing on such areas as developmental psychology, health psychology, applied social psychology, and the psychology of crime and justice.

5. **Stimulating the application of a psychological perspective to one's daily experience.** The assumptions, theories, principles and research findings that make up the field of psychology afford a unique way of looking at human nature. Whether we are aware of it or not, the study of psychology affects how we think about ourselves and others, and how we conduct our everyday activities. These five goals do not exhaust the possibilities; in fact, there are probably as many different reasons for studying psychology as
there are students. In general, though, these reasons center on learning about the human condition and working to promote human welfare.

II. PSYCHOLOGY AT LOYOLA: THE CURRICULUM

As discussed above, there are several ways of describing what psychology is, and various reasons for undertaking this field of study. Also varied are the ways a student can study psychology. The Department offers lecture/discussion courses covering a wide array of content areas. In addition, students take part in psychological laboratories in which they actually carry out individual and group research projects under expert guidance. Advanced students often earn course credit for supervised field work experience in mental health, social service research, commercial and other settings. They may also take part in small, high-level seminars in a professor's area of special concentration. In addition, some students work in an individual tutorial relationship with a professor in reading and research courses on topics of mutual interest. Many of these individual tutorials, including those taken in conjunction with the Psychology Honors Award Programs, involve cooperative research efforts that may result in publications in professional journals. A complete listing of the titles of current course offerings is provided near the end of this handbook.

Students can take advantage of the courses offered in the Psychology department in several ways including: (1) majoring in Psychology, (2) designing a minor sequence in Psychology to complement their major in some other department, or (3) taking a number of psychology courses in fulfillment of the Scientific Literacy or Societal and Cultural Knowledge Core Knowledge Area requirements, the Core Values Area requirements, and/or general electives.

A. Majoring in Psychology

1. Degree Requirements for Students declaring the Major AFTER July, 2011

The Psychology Department currently offers the Bachelor of Science degree in Psychology. The degree requirements for the major are described below and in the current Undergraduate Studies Catalog. All Psychology majors must complete a minimum of 12 courses in Psychology totaling 36 credit hours. The major consists of "psychology core" requirements designed to provide a broad background in psychology and related areas. Additionally, the major allows students flexibility in selecting other courses to create their own "specialty" in psychology according to their interests and career goals. At least six of the required 12 courses must be taken at Loyola (including PSYC 304, 306, lab, and capstone.)

a) PSYCHOLOGY: 101, 304, 306, two courses from Group A and two from Group B (identified below), one LABORATORY course and one senior CAPSTONE course (identified below), and additional Psychology courses at the 200 and 300 level needed to reach the minimum of 12 courses. Psychology majors are exempt from the "Societal and Cultural Knowledge" area of the university core.

b) MATHEMATICAL SCIENCES: Two courses selected from the following: 108, 117, 118, 130, 131, 161, 162; Comp 125, 150, 170, 163; STAT 103/ISOM 241. With Departmental permission, students may substitute comparable or higher level mathematics courses for those listed here. PSYC 381 MAY APPLY TOWARD ONE OF THE MATHEMATICS REQUIREMENTS; IN THIS CASE IT WILL NOT APPLY AS ONE OF THE 12 COURSES REQUIRED IN THE MAJOR. Psychology majors are exempt from the "Quantitative Literacy"
area of the university core.

c) UNIVERSITY CORE: Writing (UCWR110), Artistic Knowledge or Experience (1 course), Historical Knowledge (2 courses), Literary Knowledge or Experience (2 courses), Philosophical Knowledge (2 courses), Theological and Religious Studies Knowledge (2 courses), and Ethics (1 course). Four values courses, one in each of the following areas: Understanding Diversity, Understanding and Promoting Justice, Civic Engagement or Leadership, and Spirituality or Faith in Action.

e) COLLEGE REQUIREMENTS: Two writing intensive courses in the major, minor, core, or electives; Foreign Language proficiency at the 102 level.

f) ELECTIVES: to complete the minimum total of 120 credit hours. Some students use these elective hours to complete a minor or major in some other department (e.g., Sociology or Biology) and thus graduate with a major and minor or double major.

2. Majoring in Psychology - Degree Requirements in the Natural-Science, Social-Science, and Human-Services Tracks (Only available to students declaring the major prior to August, 2011)

Prior to August, 2011, there were three Bachelor of Science degrees available in Psychology: the Bachelor of Science in Psychology: Natural Sciences, the Bachelor of Science in Psychology: Social Sciences, and the Bachelor of Science in Psychology: Human Services. Students who declared the major in Psychology prior to August, 2011 may stay in their current track, or may switch to the new major requirements (see section A, above.) The degree requirements for the major in the three tracks are described below. All Psychology majors must complete a minimum of 12 courses in Psychology totaling 36 credit hours. The Psychology course requirements are exactly the same for the Natural Science and Social Science tracks; the difference between the two tracks is found in the ancillary course requirements, which are explained below. The three tracks have similar "psychology core" requirements designed to provide a broad background in psychology and related areas. Additionally, each track allows students flexibility in selecting other courses to create their own "specialty" in psychology according to their interests and career goals. At least six of the required 12 courses must be taken at Loyola (including PSYC 304, 306, lab, and capstone.) The psychology core aspects of each of the degree programs are described below:

Degree requirements for the Major in Psychology (Natural Sciences track)

a) PSYCHOLOGY: 101, 304, 306, two courses from Group A and two from Group B (identified below), one LABORATORY course and one senior CAPSTONE course (identified below), and additional Psychology courses at the 200 and 300 level needed to reach the minimum of 12 courses. Psychology majors are exempt from the “Societal and Cultural Knowledge” area of the university core.

b) MATHEMATICAL SCIENCES: Two courses selected from the following: 108, 117, 118, 130, 131, 161, 162; Comp 125, 150, 170, 163; STAT 103/ISOM 241. With Departmental permission, students may substitute comparable or higher level mathematics courses for those listed here. PSYC 381 MAY APPLY TOWARD ONE OF THE MATHEMATICS REQUIREMENTS; IN THIS CASE IT WILL NOT APPLY AS ONE OF THE 12 COURSES
REQUIRED IN THE MAJOR. Psychology majors are exempt from the “Quantitative Literacy” area of the university core.

c) NATURAL SCIENCE: Any two 4-credit hour lecture/laboratory classes in Biology, and two additional lecture/laboratory science courses (4 hours each) selected from Biology, Chemistry, or Physics. Psychology majors in the Natural Sciences track are exempt from the “Scientific Literacy” area of the university core.

d) UNIVERSITY CORE: Writing (UCWR110), Artistic Knowledge or Experience (1 course), Historical Knowledge (2 courses), Literary Knowledge or Experience (2 courses), Philosophical Knowledge (2 courses), Theological and Religious Studies Knowledge (2 courses), and Ethics (1 course). Four values courses, one in each of the following areas: Understanding Diversity, Understanding and Promoting Justice, Civic Engagement or Leadership, and Spirituality or Faith in Action.

e) COLLEGE REQUIREMENTS: Two writing intensive courses in the major, minor, core, or electives; Foreign Language proficiency at the 102 level.

f) ELECTIVES: to complete the minimum total of 120 credit hours. Some students use these elective hours to complete a minor or major in some other department (e.g., Sociology or Biology) and thus graduate with a major and minor or double major.

Degree Requirements for the Major in Psychology (Social Sciences track)

a) PSYCHOLOGY: 101, 304, 306, two courses from Group A and two from Group B (identified below), one LABORATORY course and one senior CAPSTONE course (identified below), and additional Psychology courses at the 200 and 300 level needed to reach the minimum of 12 courses. Psychology majors are exempt from the “Societal and Cultural Knowledge” area of the university core.

b) MATHEMATICAL SCIENCES: Two courses selected from the following: 108, 117, 118, 130, 131, 161, 162; Comp 125, 150, 170, 163; STAT 103/ISOM 241. With Departmental permission, students may substitute comparable or higher level mathematics courses for those listed here. PSYC 381 MAY APPLY TOWARD ONE OF THE MATHEMATICS REQUIREMENTS; IN THIS CASE IT WILL NOT APPLY AS ONE OF THE 12 COURSES REQUIRED IN THE MAJOR. Psychology majors are exempt from the “Quantitative Literacy” area of the university core.

c) SOCIAL SCIENCE: Three social science electives taken from one or more of the following Departments or Schools: Anthropology, Criminal Justice, Economics, Political Science, Social Work, or Sociology. Certain courses in Business Administration and Education may count, check with the Psychology Undergraduate Program Director.

d) UNIVERSITY CORE: Writing (UCWR110), Artistic Knowledge or Experience (1 course), Historical Knowledge (2 courses), Literary Knowledge or Experience (2 courses), Philosophical Knowledge (2 courses), Scientific Literacy (2 courses, PSYC 101 counts as one of the two), Theological and Religious Studies Knowledge (2 courses), and Ethics (1 course). Four values courses, one in each of the following areas: Understanding Diversity, Understanding and
Promoting Justice, Civic Engagement or Leadership, and Spirituality or Faith in Action.

e) COLLEGE REQUIREMENTS: Two writing intensive courses in the major, minor, core, or electives; Foreign Language proficiency at the 102 level.

f) ELECTIVES: to complete the minimum total of 120 credit hours. Some students use these elective hours to complete a minor or major in some other department (e.g., Sociology or Biology) and thus graduate with a major and minor or double major.

Degree Requirements for the Major in Psychology (Human Services Track)

a) PSYCHOLOGY: 101, 304, 306, one course from Group A, two from Group B, and three from the Human Services Group (identified below), one Laboratory course, one Internship course (390 or 392) and additional Psychology courses needed to reach the minimum 12 courses.

b) MATHEMATICAL SCIENCES: Two courses selected from the following: 108, 117, 118, 130, 131, 161, 162; Comp 125, 150, 170, 163; STAT 103/ISOM 241. With Departmental permission, students may substitute comparable or higher level mathematics courses for those listed here. PSYC 381 MAY APPLY TOWARD ONE OF THE MATHEMATICS REQUIREMENTS; IN THIS CASE IT WILL NOT APPLY AS ONE OF THE 12 COURSES REQUIRED IN THE MAJOR. Psychology majors are exempt from the “Quantitative Literacy” area of the university core.

c) SOCIAL SCIENCE: Three social science electives taken from one or more of the following Departments or Schools: Anthropology, Criminal Justice, Economics, Political Science, Social Work, or Sociology. Certain courses in Business Administration and Education may count, check with the Psychology Undergraduate Program Director.

d) UNIVERSITY CORE: Writing (UCWR110), Artistic Knowledge or Experience (1 course), Historical Knowledge (2 courses), Literary Knowledge or Experience (2 courses), Philosophical Knowledge (2 courses), Scientific Literacy (2 courses, PSYC 101 counts as one), Theological and Religious Studies Knowledge (2 courses), and Ethics (1 course). Four values courses, one in each of the following areas: Understanding Diversity, Understanding and Promoting Justice, Civic Engagement or Leadership (PSYC 390 counts here), and Spirituality or Faith in Action.

e) COLLEGE REQUIREMENTS: Two writing intensive courses in the major, minor, core, or electives; Foreign Language proficiency at the 102 level.

f) ELECTIVES: to complete the minimum total of 120 credit hours. Some students use these elective hours to complete a minor or major in some other department (e.g., Sociology or Biology) and thus graduate with a major and minor or double major.

B. Psychology Major Course Requirements

Courses in Group A, Group B, and the Human-Services Group (for Human Services track students prior to August, 2011) appear below. Both lab and lecture courses fulfill the A and B requirements. Students may take more than the required number of courses from each group.
NOTE: All labs have as prerequisites: Psych 101, 304, and 306. In addition, some labs have other, specific prerequisites; for these labs, the faculty strongly recommend completing certain courses prior to taking the lab (see below).

**Group A (Lecture Courses)**

Psychology and Biology of Perception 240  
Cognitive Psychology 250  
Psychology of Learning 251  
Judgment and Decision-Making 279 (PHIL 179)  
Comparative Psychology 301  
Brain and Behavior 305  
Psychology of Language 307  
Behavioral/Cognitive Neuroscience 382

**Group A (Lab Courses)**

Lab in Psychobiology 311 (Preq: 101, 304, 306; 240 or 305)  
Lab in Experimental Psychology: Cognition 314 (Preq: 101, 250, 304, 306)  
Lab in Experimental Psychology: Sensation and Perception 316 (Preq: 101, 304, 306; 240 or 305)  
(Neuroscience minors: NEUR 301 and 302 count here.)

**Group B (Lecture Courses)**

Developmental Psychology 273  
Social Psychology 275  
Abnormal Psychology 331  
Psychology of Personality 338

**Group B (Lab Courses)**

Lab in Program Evaluation 310 (Preq: 101, 304, 306; 275 recommended)  
Lab in Tests and Measurements 315 (Preq: 101, 304, 306; 331 or 338 recommended)  
Developmental Psychology Lab 318 (Preq: 101, 273, 304, 306)  
Lab in Social Psychology 321 (Preq: 101, 275, 304, 306)  
Lab in Experimental Personality 325 (Preq: 101, 304, 306; 331 or 338 recommended)

**Human Services Group (Lecture Courses)**

Human Sexuality 235  
Gender, Sex Differences & Similarities 238  
Practicum 300  
Childhood Psychopathology 346  
Adolescence 348  
Maturity and Aging 349  
Consumer Psychology 356  
Industrial/Organizational Psychology 362  
Counseling 368  
Health Psychology 373
Community Psychology 374
Addiction 375

Students may take their remaining psychology courses from Group A, Group B, the Human Services Group, and/or other psychology courses listed in this handbook and described in the Undergraduate Bulletin. It is expected that students will select these other courses according to their interest, value, and relevance to possible post-graduate plans. Psychology majors as seniors must also complete one capstone course in the major (this is the Internship course for students in the Human Services track).

**Capstone Courses**

What is a capstone course? Capstone courses come at the “end” of the major; they are the “cap” on an undergraduate education. Capstone courses are intended to give students an opportunity to “pull it all together,” to obtain critical experiences that will help launch them on chosen career paths, and to gain confidence in their skills and knowledge acquired while majoring in psychology. Senior Psychology majors in the Natural-Science and Social-Sciences tracks may choose from one of four capstone courses that include:

**LABORATORY COURSES**

(1) Second laboratory course in psychology—Seniors may choose to complete a second laboratory course in the major. (Neuroscience minors: NEUR 302 counts as a capstone.)

**INDEPENDENT STUDY**

(2) PSYC 370-Honors Research—Students who are enrolled in the Psychology Department’s Honors Program complete a year-long course sequence (PSYC 369 and PSYC 370). Students who complete PSYC 370 fulfill the capstone requirement in psychology and graduate with Psychology Honors. Requirements for the Psychology Honors Program are discussed later in this Handbook.

(3) PSYC 397-Independent Research—Seniors who are actively involved in a research project directed by a Psychology Department faculty member may, under certain circumstances, obtain credit for a capstone experience in psychology. Permission is needed both from the faculty member directing the research and the Psychology Department Undergraduate Program Director. Interested students should first talk with a faculty sponsor and then make an appointment to see the Undergraduate Program Director. If a student takes both PSYC 399 and PSYC 397, only PSYC 397 will count toward the major.

**INTERNSHIP** (not limited to Human Services track)

(4) PSYC 390-Internship in Psychology—Capstone service-learning experience for senior psychology majors, involving application and development of psychological knowledge and skills through an internship (100 hours) in a human service organization or applied research setting, combined with academic classroom activities.

**C. Focus Areas (not required)**

In selecting their courses from the departmental offerings, Psychology majors are encouraged to consider how they might "package" their coursework into a coherent curriculum that reflects their interests
and possible career plans. It is recognized that many students do not have definite plans, especially in their first year or two. It is also true that many students change their plans during their college years. However, it is never too soon to begin considering various possibilities. The focus areas described below help a student to pursue an area of special interest without becoming overly specialized.

Experience suggests that students major in Psychology for one of four general reasons: (1) to prepare for graduate training in one of the several specializations in Psychology; (2) to prepare for advanced training in other types of professional areas for which Psychology is relevant background, such as medicine, dentistry, law, social work, business, and so on; (3) to prepare for a career with a Bachelor's degree in some field directly or indirectly related to Psychology; or (4) to enter advanced training or employment with the Bachelor's degree in some area that is only tangentially related to Psychology. In this latter case, a background in Psychology might be regarded as serving the purpose of personal growth and understanding of self and others. As such, the selection of courses would probably be determined mainly by student interest.

With regard to the first three possibilities, however, students are advised to select courses from Groups A and B and other offerings with an eye toward their relevance to career routes as presented in a later section of this Handbook called "Careers in Psychology." Students, for example, may want to concentrate their interest in a specific subfield of psychology. At this point some general suggestions and examples of how one might package one's courses are provided. These suggested "focus areas" could be undertaken regardless of whether one plans to pursue advanced training in Psychology or related professional fields or to enter the world of work immediately with a Bachelor's degree.

Before considering focus areas of specialization, it should be noted that the Department does not require any type of specialization, nor can it promise that any particular type of specialization will necessarily lead to any particular type of career. The Department strongly urges students to see their faculty advisor at least once a year and to choose their courses within the requirements outlined above and to take advantage of various campus resources in planning their careers and curricula, especially the Loyola Career Center (Granada Centre, LSC), their faculty advisors, materials available in the Psychology Department offices, and career information programs sponsored by the Department each year. With these thoughts in mind, consider the following possible focus areas and the Psychology courses, as well as those in related disciplines, one might choose in pursuing them.

Possible focus areas in psychology have been defined below for Developmental, Psychology and Social Systems, Community and Health, and Perception/Cognition.

**Focus in Community and Health Psychology**

Community Psychology combines research and practice to focus broadly on five main issues: well-being and competency, prevention, ethnic-cultural diversity, empowerment, and systematic influences on behavior and adjustment. While individual factors are also relevant, community psychology seeks to understand and improve the social, organization, policy and economic factors that contribute to psychological well-being. Health Psychology concerns many of these issues with particular application to the provision of medical care and the prevention of physical illness. The specific skills students learn include conducting applied research, preventive approaches, collaborating with community-based organizations and agencies, and designing community interventions.

**Focus in Psychology and Social Systems**
The objectives of a specialization in Psychology and Social Systems include the development of skills in the following areas: developing attitude scales; designing applied research; analyzing data from polling projects or test marketing programs; writing descriptions of programs and proposals for funding; recognizing the social influences on behaviors.

**Focus in Perception and Cognition**

The concentration in Perception/Cognition is designed to provide the student with a solid foundation of knowledge about how the brain processes information, including both sensory and cognitive processes. In addition, the student will develop skills in the following areas: designing and performing basic research, statistical analysis of experimental results, scientific writing, critical thinking, and using computers as research tools.

**Focus in Developmental Psychology**

Developmental psychology is concerned with the description and identification of mechanisms that influence the developmental stage throughout the life span. Developmental psychologists seek to understand various aspects of physical development, cognitive development, social and emotional development as well as pathological patterns of development from infancy through toddlerhood, childhood, adolescence, and adulthood. Developmentalists conduct research as well as apply knowledge about development to solve everyday problems of people at all ages.

We urge you to talk with your faculty advisor to choose the best path for your interests and goals.

**D. The Internship Course (PSYC 390)**

**PSYC 390-Internship in Psychology**—Many human-service and other organizations have internship positions available for psychology majors. Examples include adolescent crisis groups, social service agencies, mental health facilities, educational intervention programs, abused or battered women’s groups, homeless shelters, school districts, law firms, zoos, or businesses. Students may obtain course credit by working for an organization during one semester of the academic year and preparing a portfolio integrating their experience with the major. Senior psychology majors may take PSYC 390 with permission of the internship coordinator and must be recommended for PSYC 390 by a psychology department faculty member.

PSYC 390 students are expected to work during the semester in a social service agency or an applied psychology setting for a minimum of 100 hours. The internship coordinator will help students with selection of a site placement prior to enrolling in PSYC 390. As representatives of the Loyola community, students are expected to perform in a manner that brings credit to their institution. Interested students should discuss this internship experience with the Department Internship Coordinator the semester before enrolling in PSYC 390.

Applications for the internship course can be found among the materials placed in the pamphlet holders near the entrance to the Psychology Department (2nd floor, Coffey Hall, LSC) or online at: http://www.luc.edu/psychology/psyc390_392_application.shtml. Students enrolled in PSYC 390 meet regularly with the internship instructor as well as visit off-campus sites where their internship work is to be completed. Because of the workload associated with these courses, students are
expected to carry no more than 15 semester hours during the semester they are enrolled in the internship courses.

In addition to completing PSYC 101, 304, and 306 students seeking to take PSYC 390 should have completed the lab course required for the major. Students should also consider taking lecture and lab classes that will help prepare them for specific internship experiences. For example, students seeking an internship in a business setting should consider Social Psychology (275), Industrial Psychology (362), and perhaps Lab in Program Evaluation (310) or Lab in Social Psychology (321). Students seeking an applied experience in a mental health setting should have completed Abnormal Psychology (331).

E. PSYC 399 - Special Studies

The purpose of PSYC 399 is to allow a student and a faculty member to study a topic of common interest through readings and/or research. An approval form must be obtained from the Departmental secretary. It is a kind of contract which identifies the planned activities and responsibilities of both student and teacher. A student interested in taking PSYC 399 should first talk with a faculty member about sponsoring the student in this course. You may take 399 with any willing faculty member; that is, you are not limited to working with the one professor whose name is linked with 399 in the "Schedule of Courses." There are some limits on the number of Special Studies courses that can be taken which are explained on the approval form and in the Psychology section of the Undergraduate Studies Catalog. Students planning to take PSYC 397 for their capstone should be aware that if they take both 399 and 397, only 397 will count toward the major.

F. PSYC 397 - Independent Research

Seniors who are actively involved in a research project directed by a Psychology Department faculty member may, under certain circumstances, obtain credit for a capstone experience in psychology. Research teams in the Department, for example, may involve both graduate and undergraduate students in research supervised by a faculty member of the Psychology Department. Undergraduate students on occasion may be given significant responsibilities on a research team that will qualify as a capstone experience. Permission is needed both from the faculty member directing the research and the Psychology Department Undergraduate Program Director. Students interested in this option should first talk with a faculty sponsor. This capstone experience allows students to work with a faculty member on a research project of mutual interest. Students seeking to enter a graduate research program in psychology or related field may find this option particularly attractive as it not only gives students additional research experience in psychology but also permits students to experience an important mentoring relationship with a faculty member in the department.

Psychology 306 must be completed prior to enrolling in PSYC 397. It is also strongly recommended that one laboratory course in psychology also be completed. Interested students should discuss with a faculty member the possibility of completing PSYC 397. If a faculty member is willing, then the PSYC 397 Contract must be completed and signed by the sponsoring faculty member (ask the Psychology Department secretary for PSYC 397 contract forms). The completed contract should be brought to the Undergraduate Program Director for final approval. Only one PSYC 397 OR 399 course may be counted toward the 12-course major requirement.

PSYC 397 students are expected to: a) participate in data collection and analysis; b) read published articles in the field of inquiry; c) write an APA manuscript detailing some part of the research project; d)
meet regularly with a faculty sponsor. Credit for PSYC 397 is awarded by the Department only when these responsibilities have been met.

G. Limitations on Variable Topics Courses and Practicum-Internship Courses

Variable Topics Courses (PSYC 398 and PSYC 399) may be taken more than once. However, PSYC 399 may be used only ONCE toward the 12 courses required for the major. For example, a student may satisfy the major requirements by taking two different 398s, one 399 and 9 other psychology courses. Only one PSYC 397 OR 399 course may be counted toward the 12-course major requirement.

H. Double majoring in Psychology and another field

Due to the nature of the College core requirements, the ancillary requirements for the Psychology major, and the relatively large number of elective course hours available, it is readily possible for students majoring in Psychology to complete the requirements for a major in another department of the College of Arts and Sciences within a four year period. If you are considering a double major, again it is well to evaluate how two majors fit together and also relate to your career plans. For example, students planning to enter one of the health professions may double major in Psychology and one of the Natural Sciences, such as Biology; students interested in a career in advertising or some other aspects of communication might double major in Psychology and Communication Arts, and so forth.

In some cases, it may be necessary to take more than the minimum of 128 hours needed for graduation in order to satisfy all the requirements for two majors. However, it is important to remember that, with careful planning, you can have some of your courses perform "double duty" for you. For example, if you decided to double major in Psychology and Biology, four of the Biology courses (with labs) that you would take for the Biology major would fulfill the natural sciences requirement in the Psychology Natural Sciences Program. For another example, if you double major in Psychology and one of the social sciences (e.g., Political Science), then three of the courses you would take for that other major would also fulfill the social science requirement in the Psychology Social Sciences Program. Of course, it is essential that you consult with faculty advisors in both departments and the Dean's Office about other specific details regarding a double major.

I. Double degrees

Graduating with double degrees means combining the Psychology major from the College of Arts and Sciences with degrees from other undergraduate schools at Loyola (Nursing, Business Administration, Education).

There is an important difference between obtaining a double major from two departments within the College of Arts and Sciences (see section II.1 above) and getting a double degree from two separate colleges or schools within Loyola. In order to obtain a Bachelor's degree in Psychology and another Bachelor's degree from another school (e.g., Business Administration, Education, Nursing), it is necessary to be accepted officially into and fulfill the degree requirements of both schools. Here, again, many of your courses can serve "double duty" and can be counted toward both degrees. For example, if you wanted to obtain a degree in Business Administration in addition to the "liberal arts" degree in Psychology, your college core courses (English, Philosophy, etc.) and some of your psychology and other social science electives would count toward both degrees. However, because of the number of other requirements, you might need to take about two additional semesters of course work. This can be done within a four-year
period by taking extra loads and summer courses, but being able to fit in all the right courses at the right times takes a lot of careful planning. Further details about admissions, degree requirements, etc. should be obtained from the Dean's Offices. Although a double degree is somewhat rare and challenging, it may be perfectly suited to some people's career goals. For example, you may desire to be an elementary school teacher (which requires a degree from the School of Education), but also have a degree in Psychology from the College of Arts and Sciences perhaps as a basis for later pursuing a graduate degree in some area of psychology or to expand your range of options within the educational field. Or, you might seek a degree in Nursing (from that School) as well as a Psychology major in Arts and Sciences because of the relevance of psychology to your nursing specialty. In any case, you are encouraged to explore the possibilities of double degrees in consultation with Deans and faculty members in the appropriate schools.

J. Combined Bachelor’s degree (B.S) and Master’s degree (M.A.) in Applied Social Psychology

The Psychology Department offers a unique program for students interested in a research career in applied psychology. This program allows students to complete BOTH a B.S. degree in psychology and a M.A. degree in psychology in 5 years (it would normally take 6 years). The program is a combined Bachelor’s degree (B.S.) and Master’s degree (M.A.) in Applied Social Psychology. Careers in this area include applying psychology in fields such as marketing, advertising, human resources, community service, education, health care, program evaluation research, survey research, and criminal justice. If you think that a research career in this area would be of interest to you, please contact the Program Director, Dr. Scott Tindale, in the Psychology Department (e-mail: rtindal@luc.edu).

Students seeking this combined degree must plan early in their academic career (e.g., before the end of the sophomore year) to take advantage of this unique program.

K. Combining the psychology major with a minor or concentration in another department in the College of Arts and Sciences

Students who are majoring in Psychology and who do not wish to double major or who would have difficulty fitting a dual program in their schedules might still receive an officially recognized concentration in some additional field by taking a minor sequence. Most of the departments in the College of Arts and Sciences offer minor sequences which are described in the various departmental sections of the Undergraduate Studies Catalog. Minor sequences consist of 5 to 7 courses in a particular department, and there are usually some restrictions on which courses may be taken to fulfill the requirements of an official minor. However, as with the double major, courses sometimes can do double duty, applying both to the major and a minor. An example is the interdisciplinary minor in Psychology and Criminal Justice (see section II.M immediately below).

Students in the Natural Sciences Psychology track should consider the Interdisciplinary Neuroscience Minor. The minor is intended for students who plan to attend graduate or professional school in the life sciences. The 20-credit minor includes courses from Biology, Psychology, Philosophy and Anthropology. This minor exposes students to the study of the brain and its relation to mental experience and behavior. Many of the courses for the minor will also satisfy Psychology major requirements, College core requirements, or Psychology ancillary requirements.
I. Interdisciplinary minor in the Psychology of Crime and Justice

The Psychology Department and the Criminal Justice Department at Loyola offer an interesting minor for students seeking careers in law, forensics, or criminal justice. The minor explores the overlap between psychology and criminal justice and is open to all students, including both Psychology and Criminal Justice majors. The minor requires six courses including Psychology and Law 372 and Criminal Courts & Procedures I 322). Psychology Majors need 4 Criminal Justice and 2 Psychology courses (in addition to the 12 Psychology classes for the major). Criminal Justice Majors need 4 Psychology and 2 Criminal Justice classes (in addition to the 12 Criminal Justice classes for the major). Non-Majors need 3 Psychology and 3 Criminal Justice classes. For more information consult the Psychology web site or contact the Undergraduate Program Director in the Psychology Department.

M. The Minor Sequence in Psychology

Students who are not majoring in Psychology but who would like to obtain a significant exposure to the field may take a minor sequence. A minor in Psychology consists of six courses including 101 (General Psychology), 304 (Statistics), one B-Group course (273 - Developmental, 275 - Social, 331 - Abnormal, or 338 - Personality) and three others in the 200 and 300 series. It is strongly recommended, but not required, that one of these four courses be Psychology 306. If a minor sequence includes a lab course, the student must also take Psychology 306 as one of the six courses. All courses taken for the minor sequence are applicable toward the Psychology major. Thus, if you decide to major in Psychology after starting a sequence, all of the courses you have taken would count toward the major. To declare a minor, one must fill out the appropriate form obtainable at the Dean’s Office. Then, students should declare to the Senior Dean that they have completed (or are completing) requirements for the Psychology minor in their last semester. The minor sequence is designed to be flexible so that students may feel free to pursue their own interests; however, students seeking to major in psychology are asked to consult with a Psychology Department advisor for suggested sequences. No more than three of the required six courses for the minor may be taken outside Loyola.

N. Taking graduate courses as an undergraduate

In addition to the courses listed in the undergraduate bulletin, it is permissible in some cases for undergraduates to enroll in graduate courses in the Department. Juniors and Seniors with high academic standing and with strong background and interest in an area covered by a graduate course might consider this option. Evidence of successful performance in graduate level work can be an asset for those who are planning to apply to a graduate school in psychology or other areas. Descriptions of graduate courses are contained in the graduate school bulletin. This booklet along with a schedule of courses being offered in a particular semester are available from the Graduate School offices, Granada Centre 450. In order to gain admission to graduate courses, undergraduates must have written permission from the course instructor.

O. Psychology for teachers

Being a teacher is one of the most personally rewarding careers for people who want to work with children, adolescents, or young adults. Whether you teach in a pre-school, an elementary, middle or high school, or at the university level, some course work in psychology would at least be very helpful, and in some cases (i.e., if you are teaching psychology) absolutely essential. How much and what kind of a background in psychology you should have depends on what you are teaching to whom as explained below.
1. **Teaching something other than psychology.** If you are planning to become an elementary school teacher, a secondary school teacher in some other subject than psychology, or a Special Education teacher, you could take several psychology courses to fulfill core requirements and general electives. Courses such as 101-General Psychology, 251-Learning and Behavior, 273-Developmental Psychology, 275-Social Psychology, 348-Psychology of Adolescence, and related Lab/Practicum courses are among those that would be recommended. It is important to realize that if you wish to be a certified teacher in grades Kindergarten through nine, you must earn a B.S. Ed. major in Elementary Education from the School of Education. You should consult the several sections of the Undergraduate Studies Catalog dealing with the School of Education and talk with the Director of the Teacher Education Program in that School. Also, if you are interested in the field of special education (e.g., working with children in grades K-12 having learning disabilities), your first step should be to consult with the Director of Special Education to learn about the B.S. Ed. with a major in Special Education. As explained more fully below, if you wish to teach psychology (and some related subject at the high school level), you should be admitted to the Secondary Teacher Education Program of the School of Education.

2. **Teacher Education Program for those planning to teach psychology in the secondary schools.** Whereas those who plan to teach in elementary or middle schools (grades K-9) on Special Education must obtain a B.S. Ed. from the School of Education, students who plan to teach psychology (along with other subjects) in secondary schools (grades 6-12), should begin by gathering information from the relevant sections of the Undergraduate Studies catalog and the Director of Secondary Teacher Education in the School of Education. Application for admission to the Teacher Education Program should be filed with the Director of Teacher Education by the end of your sophomore year. Some things you should be aware of:

   a) A number of secondary school systems do not include psychology courses in their offerings, and those that do expect psychology teachers to also teach other subjects as well. Therefore, Psychology majors in the Teacher Education Program should also fulfill the requirement for certification (at least 18 hours) in another subject such as Mathematics, English, Political Science, or History. Fortunately, some of these hours can be completed in the context of fulfilling College core and Psychology department requirements. Further information about these and other aspects of the Teacher Education Program can be gained from the School of Education.

3. **Teaching psychology at the college level.** In order to become an instructor or professor of psychology at the college level it is necessary to have at least a Master's, and more likely a Ph.D. degree in Psychology. The first step toward attaining these graduate degrees is usually earning a Bachelor's degree in Psychology. Your Departmental faculty advisor is the best person with whom to start exploring this possibility.

### III. Administration Procedures: Cutting Through the Red Tape

**A. Declaring a major in psychology**

Many students declare their major when they first come to Loyola, while others remain undeclared until the end of the sophomore year. Of those who do declare, many change their major one or more times. In all of these cases there may be a point when a person wants to declare psychology as his or her major. If you find yourself at that point, here is what you should do. First, go to the Sullivan Center and tell one of
the staff about your plans. If you are declaring a major for the first time or switching a major, you may be given a colored card. Your major card must be signed by the Psychology Department Chairperson or Undergraduate Director (and, if you are switching majors, the card must be signed by some authority in the other department). You should go to the Psychology Department Receptionist (on the second floor of Coffey Hall at Lake Shore) to get your card signed and to make an appointment with one of the faculty advisors. The advisor will review your progress and help you lay out a plan of courses that suits your needs and interests. Further information about this and related procedures is given in Section IV of this Handbook.

B. **Declaring a minor in psychology**

It is not necessary to declare a minor until your last semester at Loyola. Again, you are urged to consult with one or more of the Psychology faculty advisors about what courses would be recommended in view of your particular interests. To so declare, pick up and complete the appropriate form at the Sullivan Center. The procedure is virtually identical to that used in declaring a major.

C. **Transfer students: Getting credit for courses taken elsewhere**

Within the past several years, an increasing proportion of Loyola's students are people who have transferred here from other colleges and universities. We are glad to have them join our department, and we try to make the transfer process as easy and mutually satisfying as possible. One of the main questions that transfer students ask is: What courses do I already have that can be counted toward my degree from Loyola? Some information about transfer admission procedures appears in several sections of the Undergraduate Studies Catalog, but more detailed answers to this question are provided by several administrators at several levels of the University. The first person involved in deciding what will transfer is the Examiner of Credentials who determines how many hours taken at your previous school or schools can be accepted here. After being accepted at Loyola, you should meet with an advisor in the Sullivan Center to determine which particular courses fulfill the core requirements. Finally, you should meet with the Psychology Department Undergraduate Program Director to determine what courses can be applied to the Psychology major and which particular requirements they fulfill (e.g., Group A and B, labs, statistics, methods, math, natural or social science electives, etc.).

The Undergraduate Program Director is empowered to approve substitutions and waivers of requirements in accordance with the following policies:

1. High school psychology courses (except those for which appropriate AP credit is earned) are not accepted for credit toward the Psychology major. However, if as a high school student you took some college courses from an accredited institution, these might be accepted in some circumstances.

2. In general, courses taken at other universities and colleges are not accepted for the major here unless they are comparable to courses in our curriculum. Thus, for some courses, you may have to provide some documentation (e.g., course syllabus) so that the Undergraduate Director can determine comparability. In short, you cannot assume that all of your psychology or other required courses taken elsewhere will be counted toward the major. After making these determinations the Undergraduate Director will fill out a waiver/substitution form to be placed in your file in the Dean's Office.

3. **You must complete a minimum of six psychology courses (half of your major) at Loyola regardless**
of the number of psychology courses you have completed elsewhere. If you have completed more
than six psychology courses at another school or schools, six of those courses will be counted
towards the major and the remaining courses will be counted as general electives.

4. Acceptance of other requirements for the Psychology major (math, natural or social
science electives, etc.) is at the discretion of the Undergraduate Program Director.

5. In general, the same policies noted above apply to the minor sequence in Psychology. That is,
some but not necessarily all of your previous psychology courses could apply toward earning a
minor in Psychology at Loyola, and you must complete half of your minor (three courses) at
Loyola.

D. Taking courses at other schools while you are a student at Loyola

Sometimes students at Loyola wish to take courses at other institutions and have them count toward
a Loyola degree. For example, students may want to take a course or two over the summer at a school that
is near their home residence or place of work. You should be aware of the restrictions on this practice.
You are not permitted to take any College core courses at another institution after entering Loyola. You
may take some general elective courses elsewhere if they are not offered at Loyola, but you need to request
and obtain written permission from the Dean well in advance of taking such courses. This means going to
the Dean's Office, or the Sullivan Center and filling out a number of forms and doing some follow-up work
to insure you have received proper credit. If you are majoring or minoring in Psychology you may take
some psychology courses (or some ancillary courses required for the major) at another institution, but only
with prior approval from the Dean/Sullivan Center and the Psychology Department Chairperson or
Undergraduate Program Director and only under extenuating circumstances. Psychology majors must take
the Statistics, Research Methods, Lab, and Capstone courses at Loyola. In general, the circumstances can
be less extenuating for ancillary courses for the major than can psychology courses per se. Several forms
have to be filled out and signed which can be somewhat time consuming. Also, there are limits on the
number of courses you may take elsewhere which can be counted toward the major or minor. As a matter
of policy, students are encouraged to take all of their psychology courses at Loyola; any exceptions must be
approved in advance by the Undergraduate Director.

E. Grievance procedures and ground rules

The Psychology Department, collectively and as individuals, embraces the statement on academic
integrity in the Undergraduate Studies Catalog. This statement deals with the conduct of all members of
the University community (administrators, faculty, staff and students) and states that all should govern their
activities according to the highest moral standards of justice, fairness and honesty. Loyola also has a
formal statement of undergraduate academic grievance procedures which informs any concerned party
about what to do in case they experience a violation of such standards of conduct. Some examples of
possible experiences might include disputes over the appropriateness of a grade, being accused of
dishonesty such as plagiarism, awareness of cheating by other students, among others. In all cases, the first
step toward redress of a grievance should be a sincere attempt by the student to resolve the problem by
discussion with his or her professor. If that attempt is unsuccessful or unsatisfactory, the student should
consult with the Department Chairperson and, perhaps as a result, make a written request for a hearing with
the Departmental Grievance Hearing Board. Further appeals beyond this Hearing Board can also be made.
Additional information about grievance procedures can be obtained from faculty advisors. In this
connection it should be mentioned that faculty members are expected to inform students of the "ground
rules" of their courses at the beginning of the semester (e.g., as part of the course syllabus). These ground rules include the number, type and due dates of assignments and other bases for student evaluation (e.g., homework, participation, tests, papers) and the weights they carry in determining student grades. It can be expected that circumstances might warrant modifications of these ground rules in some cases, but unreasonable deviations from the rules could be a basis for initiating a grievance.

IV. ACADEMIC ADVISEMENT

A. You and your advisor

Your academic advisor can be useful to you in a variety of ways: 1) helping you clearly understand the major/minor requirements in psychology; 2) aiding you in selecting those courses which are most appropriate to your career goals; 3) providing information concerning graduate schools and careers and helping you prepare applications, resumes, personal statements, etc., in pursuit of either a job or further education; 4) keeping you updated on those scholarly and social opportunities within the Psychology Department which take place outside of the classroom; 5) guiding you through some of the red tape (both within the Psychology Department and external to it) that occasionally makes life at a university confusing or frustrating.

While this list is by no means exhaustive, it should be apparent that a close advisor-advisee relationship can be extremely valuable to a student. We encourage all of you to develop and maintain such a relationship during your stay at Loyola.

Getting an advisor assigned to you is fairly simple. To get the ball rolling, see the Psychology Department receptionist and tell him/her that you would like to have a Psychology advisor. The receptionist will then give you a name, telephone number, and office hours of an advisor for you to contact. The advisor will meet with you, go over course requirements, Department activities, special courses, career opportunities, etc., and answer any questions that you might have. Your advisor will work with you on an "as needed" basis for the rest of your stay at Loyola. If you find the advisory assignment unsatisfactory in any way, you may change advisors simply by visiting the Director of the Undergraduate Program and requesting a re-assignment.

B. Advisement for transfer students

The advisement procedure for transfer students is essentially identical to the procedure described above (Section IV) except that the transfer student must see the Director of the Undergraduate Program or a faculty member specifically designated by the Director for the student's initial advisory interview.

V. STUDENT ACTIVITIES, ORGANIZATIONS AND HONORS

Education in the Psychology Department continues outside of the classroom. In the following sections are described many of the extracurricular activities, organizations, and opportunities to earn academic honors that are available to students in Loyola's Psychology Department.

A. The Undergraduate Steering Committee

The Undergraduate Steering Committee is appointed by the Psychology Department Chairperson to oversee our undergraduate programs. Over the past few years this committee has discussed and brought about many changes such as revising degree requirements, adding new courses to our curriculum, setting up an advisement system, establishing standards in certain basic courses, devising the teacher/course
evaluation system, writing this handbook, and many others. Undergraduates are welcome to attend meetings and offer their views. A list of Committee members and the regular meeting time of the Committee can be obtained from the Undergraduate Program Director, who chairs this committee. Student influence on the undergraduate program has been (and is expected to continue to be) very important. If unable to attend personally, undergraduates are invited to present their ideas in written form to the committee. Students should feel free to give suggestions or comments about the undergraduate program at any time to the Undergraduate Program Director who will bring them before the Steering Committee.

B. Volunteer work

Loyola offers some unique opportunities for the practical application of classroom knowledge through volunteer work for various agencies and individuals. Students seem to engage in such work for various reasons: they have a personal desire or need to be helpful to others, they want to discover their true level of interest in and commitment to the type of work done by psychologists, and/or they wish to add this sort of experience to their resumé because it is an asset when applying for jobs or graduate school. Opportunities for interested volunteers are often posted on the bulletin boards in the Psychology Department and also are available through University Ministry. In addition, our faculty are involved in research projects, and many of them are often very interested in having undergraduates work with them as volunteer research assistants. The list of faculty interest areas in this handbook will give you a general idea of the types of projects in which they are involved. Some students feel reluctant about asking faculty if they can work with them on research. But it does not hurt to ask, and it may lead you to a very valuable learning experience.

C. Field Study and Special Studies

Many of the activities discussed above need not be carried out on a strictly volunteer basis. That is, in many cases students may earn course credit for being involved in human service and/or research activities, as illustrated above in such courses as PSYC 390, 397, 399. Consult your faculty advisor for more information about this option.

D. Departmental special events

Each year from time to time the Department sponsors special events that may be of interest to undergraduate students. For example, prominent psychologists often appear at Loyola to make presentations about their work. Such public events are announced in classes and via the Department bulletin boards.

E. Attending conferences

Chicago is a popular location for conferences, workshops, and conventions held by professional organizations. One can learn a great deal about psychology and related fields by attending such events. Registration for undergraduates is relatively inexpensive and sometimes even free. Occasionally, Loyola faculty act as coordinators for local conventions, and when they do, they frequently need undergraduate students as volunteers to help in various capacities at these conventions. Volunteers are generally compensated by free convention registration, a party in their honor, etc. Again, talk with your faculty advisors and keep your eye on the bulletin boards for announcements.
F. Student affiliation in professional organizations

Some professional organizations such as the American Psychological Association (APA) and the American Psychological Society (APS) have a special membership status for student affiliates. Membership fees are rather inexpensive for undergraduates and can bring various benefits such as subscriptions to professional publications and reduced conference registration fees. Membership in such organizations is an excellent way of being informed about recent developments and concerns in your field. Consult the APA (apa.org) and APS (psychologicalscience.org) web sites.

G. Psychology Club

As its name implies, the Psychology Club is an informal organization which aims to promote interaction among students and faculty who are interested in psychology. Over the years the Psychology Club has sponsored various activities such as speakers, films, service projects and social events. In particular, this group is determined that psychology can be a good time – join them and you will be convinced! See the Psychology Club faculty advisor for further information.

H. Psi Chi - The National Honors Society in Psychology

The Psychology Department also has an active chapter of Psi Chi, the national honors society in psychology. Membership requires fourth-semester (sophomore) status, a minimum of five courses in psychology, a 3.4 overall GPA, and a 3.5 GPA in psychology. Service to the department and community is also taken into account. Psi Chi members receive the national newsletter, have the opportunity to make presentations at professional conventions, and can participate in activities within the Department such as sponsoring special events, conducting service projects and operating a tutoring program. Each year the Loyola chapter of Psi Chi sponsors a research competition for undergraduates with a monetary award. See the Psi Chi faculty advisor for further information.

I. The Psychology Honors Award Program

The Psychology Honors Award can be earned by students who have achieved and maintained certain academic requirements and who complete an acceptable honors thesis in their senior year. The award program is designed primarily to provide some advanced study and research experiences for outstanding students eligible to participate. Students who wish to participate in the Psychology Honors Award program must be Psychology majors (or co-majors) and should submit an application to the Honors Program advisor no later than the second semester of their junior year. However, it is preferable to do this earlier. Applicants must meet the following requirements: GPA of 3.50 or higher in all courses, completion of Psychology 101, 304, 306 and (recommended but not mandatory) one psychology lab course, and maintenance of an overall GPA of 3.30 or higher through the senior year. The honors thesis is to be a research project including a literature review and data collection culminating in a paper adhering to APA format. Course credit for the thesis work is obtained by taking Psychology 369 and 370 in consecutive semesters. Students in this Award Program must complete 13 Psychology courses including 369 and 370. PSYC 370 serves as a capstone course in psychology.

In 369 the student does concentrated reading in the topic area of interest and prepares a formal research proposal. In 370 the student carries out the proposed research and prepares a report that constitutes the Honors Thesis. The thesis is directed by a committee of at least two persons. The chair of the committee must be a full-time psychology faculty member, and the other person(s) can be either
Psychology faculty or other qualified professionals. This program not only provides unique and valuable experience, it also can be a very positive factor when applying for graduate school. See the Department's Honors Advisor for further information.

While many students complete the 369-370 sequence in their senior year, students are strongly advised to start the sequence in the second semester of their junior year. In so doing, they may have their research completed in time to present at professional meetings and/or to submit as supporting materials with graduate school or job applications.

J. Other departmental honors

Each year the Psychology Department presents the **Eugene Zechmeister Award** to the student(s) with the highest overall GPA among the graduating class of psychology majors.

The **Thomas Kennedy Memorial Award** is given each year to the graduating senior whom the faculty feels has provided outstanding service to the Psychology Department, the University, and the community.

VI. RESEARCH OPPORTUNITIES

A. Importance of Research Experience

For psychologists, research is the process of learning about behavioral and thought patterns and about the causes of behaviors and thoughts. Research is very important to a young field like psychology, and psychology students spend more time learning how to conduct research. Obtaining research experience while an undergraduate is an important objective for undergraduates who are considering further education in psychology as well as for those students who plan to seek employment immediately after graduation. The mastery of research skills is one of the "marketable skills" that undergraduates can develop while at Loyola. As is explained in more detail in other sections of this handbook, businesses, industries, and non-profit institutions all engage in internal organizational research as well as marketing research and research on new services or products. Gaining skills in research design, statistics, and the use of computer packages can be an important aspect of an undergraduate curriculum. For the future graduate student, obtaining a strong initiation in research skills is part of a foundation on which to build in graduate school. Furthermore, many graduate schools look with favor on applicants with research experiences.

B. Obtaining Research Experience as an Undergraduate at Loyola

The most visible sources of research experience are the courses in statistics (PSYC 304, PSYC 381), research methods (PSYC 306), and the laboratory courses. The laboratory courses are designed to give students direct experience in gathering data, analyzing it, and preparing written reports on the research. The internship course (PSYC 392) is specifically designed to provide research experiences in applied settings such as businesses, marketing firms and hospitals. Moreover, students may gain research experience through 399 and 397 courses.

A less visible source of research experience is a faculty, graduate, and undergraduate research team. The faculty members of Loyola's department are active in research, directing graduate student research and conducting studies in their own specialties. A list of faculty research interests is found at the end of this handbook. The best ways to learn which faculty members might need assistance is by contacting faculty
members directly, talking to one of your current Psychology instructors, or consulting with your academic advisor. The best assistants are responsible individuals interested in learning research methods.

C. Ethical Issues in Research

All research conducted for courses or in any way associated with your studies is to be done under a faculty advisor who will be aware of possible ethical issues associated with the research. Descriptions of the APA's ethical principles can be found in many research methods texts written for use in psychology courses. Research done in a laboratory course is under the direction of the instructor and should not be begun without the approval of the instructor. Before the research assignments were made the instructor assured a University committee that the research to be conducted with the class would not be harmful in any way to the subjects of the research. The only way that assurance can be given is if all projects receive the approval of the faculty member in charge of the course. Students should realize that all individual research projects done for independent study or simply for research experience must be described to this same University Committee for prior approval. The department takes its commitment to ethical research most seriously.

VII. CAREERS IN PSYCHOLOGY

If you major in psychology, you will have the opportunity to learn a great deal about why people think, feel, and act the way they do. What you learn can be very helpful in dealing with the people you encounter in daily living (your friends, parents, children, teachers, employers, etc.), and in understanding yourself (who am I, how did I get this way, what do I want from life, etc.). But beyond personal relevance, the study of psychology can open the door to a tremendous variety of career opportunities. In fact, there is hardly any realm of work where the knowledge and skills of a person with a background in psychology would not be valued.

But let us go beyond glowing generalities. To be more specific, psychology is both a science and an applied profession and, therefore, careers in psychology are in two main categories: doing research and providing human services. Since many psychologists work in educational settings, a third career area is teaching. It is not unusual for psychologists to engage in all three of these activities. To be even more specific, students who major in psychology typically follow one of three paths after obtaining their undergraduate degrees: 1) continued training in psychology leading to a career in one of the many specialty areas within psychology, 2) continued training leading to an advanced degree and career in some related profession, or 3) obtaining a job with a Bachelor's degree in some field directly or indirectly related to psychology. Take a few minutes and explore each of these pathways.

A. Careers as a Psychologist

In order to become a "psychologist" and to do the work that this title implies, it is necessary to obtain a Master's or Doctor's degree in Psychology. Despite what you may have heard, not all psychologists are alike or do the same type of work. In fact, there are over a dozen distinct types of psychologists having different specializations and performing quite varied functions in diverse settings. Some of the more prominent specializations are:

Clinical psychologists specialize in the diagnosis and treatment of persons suffering from emotional/behavioral problems. In addition to providing therapy, they may serve in a wide variety of capacities such as teaching, basic and applied research, and administering mental health programs. They work in such settings as hospitals, clinics, universities, and private practice. Clinical is the most popular
specialization in psychology partly because of the range of career options it provides.

**Industrial psychologists** are concerned with aspects of people's work such as efficiency and job satisfaction. As such, they may be involved in such matters as setting up and evaluating training programs, analyzing working conditions, and suggesting ways to improve the quality of services provided. Industrial psychologists may work in large corporations, government agencies, or operate their own private consulting firms.

**General experimental psychologists** do basic and applied research on such fundamental issues as sensation, perception, thinking, learning, motivation, the biological basis of behavior, and communication. Although mostly found in colleges and universities, some experimental psychologists are employed in government agencies, research foundations, and private industry.

**Social psychologists** specialize in studying social influence on the individual's attitudes and behavior. Many social psychologists work in academic settings; others work in various applied settings in such areas as criminal justice, health care delivery, environmental design and education.

**Counseling psychologists** work with people having mild or temporary psychological problems and must be familiar with various tests and interview methods, and techniques for helping people solve their problems. Most counselors work in high schools or colleges, but others are found in hospitals, mental health centers, industry, government, or private practice.

**Educational psychologists** are involved in the design, development and evaluation of training materials and procedures. They work in large school systems, universities, military service, industry and private consulting firms. Often working with specialists in other areas, such as developmental, personality, social, and industrial psychology, this type of psychologist analyzes educational needs, creates materials in various media, and evaluates the effectiveness of instructional programs.

**Developmental psychologists** are concerned with the special characteristics and crises of people at different life stages including infancy, childhood, adolescence, maturity, and aging. Most developmental psychologists work in universities doing research on the special problems of people in these different age groups, but others are found in a wide variety of settings such as preschool education, youth centers, and senior citizens facilities.

In addition to these examples, there are many other types of specialization within the field of psychology. Some of these other areas are: physiology, comparative, engineering, quantitative, environmental, personality, arts, military, religious, personnel, psychopharmacology, hypnosis, mental retardation, and rehabilitation. In most cases, a Master's degree is the minimal requirement for employment in all of these areas, and a Doctor's degree is usually expected. A doctorate is mandatory for higher level positions in any field of psychology. For a person just starting college, the likelihood of spending three to five additional years in graduate school may seem remote, but if you major in psychology, it is possible that in a few years that is exactly what you will decide to do. However, you may not, so next consider another path.

**B. Careers in Professions Related to Psychology**

We realize that few people enter college with the goal of becoming a psychologist. Many students have no set goal in mind, but others are seeking some definite profession such as medicine, dentistry, law,
social work, or some aspects of business, such as administration or management. If you are thinking of following one of these pathways, you might consider how a major (or minor) in psychology can help move you toward goals. Some examples of how psychology relates to these other professions are given below.

**Medicine.** Many physicians will tell you a large proportion of medical problems have a psychological basis. Some knowledge of psychology can be helpful in understanding sickness and injury and how to deal with them. Moreover, skills in interpersonal relationships can make you more effective in dealing with patients and with other members of a medical team. While medical schools require some background in the natural sciences, such as biology, physics and chemistry, they do not show preference to people having any particular undergraduate major. Statistics indicate that, nationwide, psychology majors are just as successful as biology majors in gaining acceptance to medical schools. The same is true of other health professions, such as dentistry. Consult our Pre-Health Advisory Committee for further information about health care professions. If you are not planning to go to medical school, ask this committee about the many types of paramedical careers that are available.

**Law.** Psychology has many implications for the practice of law, as well as other components of our justice system, such as law enforcement, parole and probation, penology, rehabilitation, and crime prevention. Lawyers have to know something about human motivation, how to question people, how to persuade judges and juries, how to select jury members, and how to negotiate the resolution of conflict. As is true of medical schools, law schools are looking for applicants with good liberal education regardless of major. The study of psychology coupled with a background in areas such as politics, literature, speech, composition, and logic should expose students to the types of skills needed by lawyers. The Pre-Law Advisory Committee can supply further information about careers in this field. If you are not planning to go to law school, ask this committee about opportunities in paralegal careers.

**Business.** There are many areas in the business world where a background in psychology can be highly beneficial. Some of these areas are: public relations, sales, personnel management, production management, and marketing. Gaining access to careers in these areas usually requires having a Master's degree. The study of psychology affords not only some knowledge of the principles of behavior so important in these areas, but also the methodological, quantitative and other technical skills needed to perform effectively.

These examples represent only a few of the career areas requiring advanced training that could be pursued with an undergraduate degree in psychology. Some other examples include: social work, student guidance and counseling, recreational, rehabilitation or art therapy, urban planning, human resource development, community mental health, early childhood education, international relations, and public health. Although you can work in many of these areas with a Bachelor's degree, in most cases a Master's degree is required or desired for the higher level positions.

**C. Careers with a Bachelor's Degree in Psychology**

The majority of students who major in psychology do not go to graduate school or other advanced professional training, at least not right after finishing their undergraduate work. Instead, they enter career paths that are either directly or indirectly related to psychology. Often, after working a few years, people return to school to obtain training that will qualify them for higher level positions and responsibilities. Following is a sample of job titles and brief descriptions of careers in the two main areas of research and human services.
1. Research Careers. Job opportunities in this area are available in federal, state and local government agencies, business and industry, and private research firms. Some examples of careers are:

a) Research Laboratory Assistant: collects and analyzes data and writes research reports on human and/or animal behavior.
b) Psychology Technician: does library research, experimentation, interviewing, test administration, statistical computation.
c) Program Evaluator: helps design ways of evaluating social programs, gathers and analyzes evaluative data, writes research proposals and reports.
d) Social Science Analyst: performs research and analysis of various areas of behavioral science for federal government.
e) Research Worker, Social Science: plans, organizes and conducts studies for use in understanding problems of social welfare.
f) Job Analyst: collects and analyzes information on jobs, job qualification; prepares job description for personnel and management.
g) Manpower Research Analyst: gathers statistics and archival information about employment needs and trends.
h) Personnel Technician: assists with job analysis through interviews, tests; develops techniques for selection and promotion.
i) Public Statistician: collects, analyzes and interprets data on social concerns such as disease, crime, education.
j) Opinion Survey Researcher: conducts interviews on opinion and summarizes results.
k) Technical writer: researches and writes material for social science publications, newspapers, radio and TV; interprets psychological research for general public.

2. Human Service Careers. Careers in this area can be divided into five main categories according to work setting. Although categorized as "human service," many of these jobs also entail some amount of research activity as well.

A. Government agencies and hospitals

(a) Psychological or Psychiatric Assistant/Mental Health Technician: assists in individual and group counseling and therapy, testing, treatment planning.
(b) Child-care worker: works with individually assigned children with emotional or other problems, records activities and progress.
(c) Social Work Assistant: collects case information from families, provides referral information on community resources, maintains case files.
(d) Vocational Rehabilitation Worker: counsels and assists people with handicaps and illnesses in preparation for new vocations.
(e) Personnel Officer: deals with employee relations, selection and promotion, conducts interviews and test.
(f) Probation and Parole Officer: helps develop treatment plan and offender.
(g) Child Welfare Caseworker: aids parents with child rearing problems and children/adolescents with home and other social adjustment problems.
(h) Urban Planning Officer: works with government agencies and consultants on city planning and renewal, housing, transportation, services.
(i) Community Relations Officer: works in agency promoting good relations with community, liaison between people and services.
(j) Public Health Officer: compiles and conveys to the public information about diseases, personal
health care.
(k) Affirmative Action Officer: works for recruitment and equal opportunities for minorities.

B. Institutions of Higher Education

(a) Admissions and Financial Aid Counselor: interviews students applying for admission and/or aid to determine eligibility.
(b) Placement Counselor: assists students in career planning and placement by exploring interests and options, arranges campus visits for job recruiters.
(c) Foreign or Minority Student Advisor: assists foreign or minority students with academic and social adjustment to campus life, helps establish special programs and courses.
(d) Residence Hall Counselor: provides individual and group guidance regarding school and social life, liaison with administration.
(e) Student Affairs Advisor: plans and supervises student extracurricular activities, advises students on personal and vocational matters.
(f) Instructor: conducts classes in extension service of university or community college, prepares courses relevant to community needs.

C. Elementary and Secondary School

(a) Teacher: teaches psychology courses and perhaps other social science courses in public or private secondary schools.
(b) Work Adjustment Specialist: teaches work habits and skills to disabled or underachieving students.
(c) Instructional Assistant: instructs classes, tutors, grades papers, takes responsibility for audio-visual equipment, assists in counseling center.
(d) Adult Education Teacher: instructs out-of-school youth and adults in academic and nonacademic courses.

D. Community Service Agencies

(a) Crisis Intervention Counselor: provides support for those in temporary crisis states, makes referrals to community services.
(b) Senior Citizens Worker: works with this age group organizing and directing activities, counseling.
(c) Alcohol/Drug Abuse Counselor: counsels and conducts programs for people and groups with substance abuse problems.
(d) Recreation Worker: plans and supervises community recreation facilities, potential for recreation therapy.
(e) Director of Volunteer Services: directs activities of agencies, including recruitment, training, supervision and evaluation of volunteers.
(f) Intake Counselor: interviews potential clients to determine nature of problem and direction of treatment.
(g) Day Care, After School Program, or Teen Drop-In Center Worker: plans and conducts recreational, educational and some counseling activities for various age groups of people away from home.

E. Business and Industry

(a) Personnel Officer: works with employee relations, recruitment, selection and promotion, labor negotiations, training programs, wage and administration.
(b) Affirmative Action Officer: applies Equal Employment Opportunity guidelines in recruiting minorities and women, evaluates employment practices, promotes good relations between employers and community.
(c) Sales representative: informs consumers about textbooks, research apparatus, audio-visual materials.
(d) Advertising Writer: researches audiences and media, prepares text for advertisements.
(e) Marketing analyst: researches products and consumers to determine product needs and effective advertising media.
(f) Management Trainee: performs assigned duties in various phases of business and industry in preparation for promotion to management.
(g) Public Relations Representative: plans and conducts programs designed to create favorable public image of company, liaison between public and company.

### III. PSYCHOLOGY DEPARTMENT UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>#</th>
<th>COURSE</th>
<th>Approximate Frequency of Course Offering</th>
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</thead>
<tbody>
<tr>
<td>101</td>
<td>General Psychology</td>
<td>Multiple sections each semester</td>
</tr>
<tr>
<td>230</td>
<td>Parenting Across the Life Span</td>
<td>Offered infrequently</td>
</tr>
<tr>
<td>235</td>
<td>Psychology of Human Sexuality</td>
<td>Yearly</td>
</tr>
<tr>
<td>238</td>
<td>Gender &amp; Sex Differences</td>
<td>Most semesters</td>
</tr>
<tr>
<td>240</td>
<td>Psychology/Biology of Perception</td>
<td>Most semesters</td>
</tr>
<tr>
<td>250</td>
<td>Cognitive Psychology</td>
<td>Most semesters</td>
</tr>
<tr>
<td>251</td>
<td>Learning and Behavior</td>
<td>Yearly</td>
</tr>
<tr>
<td>273</td>
<td>Developmental Psychology</td>
<td>Multiple sections each semester</td>
</tr>
<tr>
<td>275</td>
<td>Social Psychology</td>
<td>Multiple sections each semester</td>
</tr>
<tr>
<td>300</td>
<td>Practicum in Psychology</td>
<td>Offered infrequently</td>
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<tr>
<td>301</td>
<td>Comparative Psychology</td>
<td>Yearly</td>
</tr>
<tr>
<td>302</td>
<td>History &amp; Systems in Psychology</td>
<td>Offered infrequently</td>
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<tr>
<td>304</td>
<td>Statistics</td>
<td>Multiple sections each semester</td>
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<tr>
<td>305</td>
<td>Brain and Behavior</td>
<td>Most semesters</td>
</tr>
<tr>
<td>306</td>
<td>Research Methods in Psychology</td>
<td>Multiple sections each semester</td>
</tr>
<tr>
<td>307</td>
<td>Psychology of Language</td>
<td>Offered infrequently</td>
</tr>
<tr>
<td>310</td>
<td>Lab in Program Evaluation</td>
<td>Offered infrequently</td>
</tr>
<tr>
<td>311</td>
<td>Lab in Psychobiology</td>
<td>Yearly</td>
</tr>
<tr>
<td>314</td>
<td>Lab in Experimental Psychology: Cognition</td>
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<tr>
<td>315</td>
<td>Lab in Tests and Measurements</td>
<td>Yearly</td>
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<tr>
<td>Course</td>
<td>Frequency</td>
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<tr>
<td>Lab in Experimental Psychology: Sensation and Perception</td>
<td>Yearly</td>
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<tr>
<td>Developmental Psychology Lab</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Lab in Social Psychology</td>
<td>Most semesters</td>
<td></td>
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<tr>
<td>Lab in Experimental Personality</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Abnormal Psychology</td>
<td>Multiple sections each semester</td>
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<tr>
<td>Psychology of Personality</td>
<td>Most semesters</td>
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<tr>
<td>Psychology of Women</td>
<td>Regularly offered, but not yearly</td>
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<tr>
<td>Principles of Behavioral Change</td>
<td>Offered infrequently</td>
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<tr>
<td>Psychopathology of Childhood</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Psychology of Adolescence</td>
<td>Offered infrequently</td>
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<tr>
<td>Maturity and Aging</td>
<td>Offered infrequently</td>
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<tr>
<td>Industrial/Organizational Psych</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Counseling I</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Honors Readings</td>
<td>Most semesters</td>
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<tr>
<td>Honors Research</td>
<td>Most semesters</td>
<td></td>
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<tr>
<td>Psychology and Law</td>
<td>Yearly</td>
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<tr>
<td>Health Psychology</td>
<td>Yearly</td>
<td></td>
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<tr>
<td>Community Psychology</td>
<td>Offered infrequently</td>
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<tr>
<td>Psychology of Addiction</td>
<td>Regularly offered, but not yearly</td>
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<tr>
<td>Group Dynamics and Interpersonal Relations</td>
<td>Offered infrequently</td>
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<tr>
<td>Advanced Statistical Analysis with Computers</td>
<td>Regularly offered, but not yearly</td>
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<tr>
<td>Internship in Human Services</td>
<td>Each semester</td>
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<tr>
<td>Internship in Applied Psychology</td>
<td>Offered infrequently</td>
<td></td>
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<tr>
<td>Practicum in Mental Health I</td>
<td>Offered infrequently</td>
<td></td>
</tr>
<tr>
<td>Independent Research</td>
<td>Most semesters</td>
<td></td>
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<tr>
<td>Psychology Seminar: Sel Topics</td>
<td>Regularly offered, but not yearly</td>
<td></td>
</tr>
<tr>
<td>Special Studies in Psychology</td>
<td>Most semesters</td>
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</tbody>
</table>

Note: See the Undergraduate Studies Catalog for descriptions of these courses and the "Schedule of Courses" published each semester on the web to learn when they are offered.
PSYCHOLOGY DEPARTMENT FACULTY INTERESTS

Bohnert, Amy, Ph.D. Developmental psychopathology, emotional competence, extracurricular activity involvement, optimism, adoption of positive health-related behaviors during adolescence, exercise and mental health.

Bowen, Richard W., Ph.D. Perceptual deficits associated with reading and language disorders. Vision and visual perception. Graph literacy and graphic data analysis.

Bryant, Fred B., Ph.D. Psychological well-being, happiness, affect intensity, health psychology, Type A behavior, stress and coping, measurement and psychometrics.

Conley, Colleen Trajectories toward psychological well- and ill-being in adolescence and emerging adulthood; transition to college as a context for psycho-social risk versus resilience

Davidson, Denise A., Ph.D. Cognitive and social development in children, second-language acquisition, language development, memory development, use of stereotypes.

De Hart, Tracy, Ph.D. Interpersonal origins and consequences of self esteem.

Dye, Raymond H., Jr., Ph.D. Human auditory perception, spatial hearing, human factors.

Garbarino, James, Ph.D. Social ecology of child and adolescent development, violence-related issues - war, child maltreatment, childhood aggression, and juvenile delinquency

Gaylord-Harden, Noni, Ph.D. Resilience in African American children and adolescents, protective family and parenting factors related to resilience, coping processes in African American youth and families.

Haden, Catherine A., Ph.D. Memory and narrative skill development in the preschool and early school-age years. Parent-child conversational styles; linkages between language development and children’s abilities to remember.

Heath, Linda, Ph.D Psychology and law: media effects, lie detection. Women’s issues: sexual assault, fear of crime, and partner violence.

Holmbeck, Grayson, Ph.D. Adolescent development and family relationships, physical disabilities in adolescents, developmental psychopathology of adolescence, adolescent sexuality, clinical adolescent psychology, statistical applications, research methods.
<table>
<thead>
<tr>
<th>Name</th>
<th>Research Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kannass, Kathleen, Ph.D.</td>
<td>Infant perceptual and cognitive development, the development of attention and distractibility in infancy and early childhood, individual differences in voluntary attention.</td>
</tr>
<tr>
<td>Larson, Jim, Ph.D.</td>
<td>Problem-solving and decision-making performance of small groups</td>
</tr>
<tr>
<td>Leidahl, Lois, Ph.D.</td>
<td>Spatial representations, gender differences, animal behavior and cognition.</td>
</tr>
<tr>
<td>Leon, Scott, Ph.D.</td>
<td>Psychotherapy outcome, psychotherapist development, utilization/outcomes of mental health services among children and adolescents.</td>
</tr>
<tr>
<td>Li-Grining, Christine</td>
<td>Self-Regulation, School Readiness, and Academic Achievement; Early and Middle Childhood Development; Child Care, Early Childhood Education, and Early Childhood Intervention; Poverty-Related Risk and Resilience; Education and Social Policy</td>
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<tr>
<td>Mallett, Robyn</td>
<td>Psychology of prejudice and intergroup relations from the perspective of members of both stigmatized and nonstigmatized social groups</td>
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<tr>
<td>Morrison, Robert, Ph.D.</td>
<td>Brain imaging (EEG/ERP), neuropsychology and computational modeling of memory and reasoning in young children and older adults as well as people with a variety of neurodegenerative diseases including Alzheimer's disease, Frontotemporal Dementia and Mild Cognitive Impairment.</td>
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<tr>
<td>Ottati, Victor C., Ph.D.</td>
<td>Social cognition, attitudes, persuasion, political psychology, cross-cultural psychology.</td>
</tr>
<tr>
<td>Richards, Maryse H., Ph.D.</td>
<td>Adolescence: African American development, exposure to community violence, prevention of exposure to violence, development in the inner city, body image, eating concerns, depression in girls, mental health.</td>
</tr>
<tr>
<td>Rupert, Patricia A., Ph.D.</td>
<td>Professional ethics and values, training issues, ethical decision making.</td>
</tr>
<tr>
<td>Silton, Rebecca, Ph.D.</td>
<td>Clinical neuropsychology</td>
</tr>
<tr>
<td>Sutter, Anne, Ph.D.</td>
<td>Vision and visual perception, attention, reading.</td>
</tr>
<tr>
<td>Tindale, R. Scott, Ph.D.</td>
<td>Group and individual decision making, jury selection, jury decision making, social influence in groups, cognitive and social heuristics, group performance.</td>
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