

# Psychology

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The Department of Psychology offers a program of study that is designed to prepare students for both advanced and applied work in the professional and scientific areas of psychology and related fields including health, business, law, education, and human services. Students receive broad training in the science and application of psychological methods and principles, as well as opportunities to gain knowledge and hands-on experience in specialized areas.

The Department offers a Psychology major (B.S. degree) and also offers an Addiction Specialist Training Certificate, a minor in Psychology, and the Psychology Scholars Program. The Addiction Specialist Training Certificate provides training in counseling skills and theories, prevention/intervention, and treatment. These are useful skills for students interested in helping people with substance abuse problems, as well as for students interested in a variety of counseling-related careers.

Students may also opt to conduct a Research Thesis in the junior and senior year if they meet the requirements. The Research Thesis is recommended for students who plan to pursue advanced study, especially at the doctoral level or in the more research-oriented fields of psychology. Students are also encouraged to take advantage of the Department's seminar courses. The seminar courses are one component of the Psychology Scholars Program and are available to all intellectually motivated students. The seminar courses provide students the opportunity to engage in small group discussion of scholarly readings on advanced topics and to enhance their skills in critical thinking, analytical reading, and written and oral expression.

The Department evaluates the academic achievement and preparation of students in a variety of ways, including the completion of at least one internship experience, a poster presentation of original research, and a capstone course in the senior year that involves a critical analysis of research on a topic of the student's choice (or an empirically-based research thesis for students who meet the academic requirements).

Finally, the Department attempts to accommodate students who seek a broad background in psychology but whose career interests are in areas such as business, law, and medicine. Students with these or other interests may be allowed to substitute some of the required courses in psychology with courses from other areas that meet their special needs. Students who wish to request these changes must receive written approval from the Department Chairperson.

## Requirements for the Bachelor of Science Degree in Psychology (35-38 credits)

(See Core Curriculum requirements.)

The required courses and internship within the major provide a breadth of knowledge about the various fields of psychology. The courses also provide a background in scientific research methodology as applied in psychology.

The required course work for the Psychology Major is as follows:

PY 100	Introduction to Psychology	3*
PY 203	Statistics I	3*
PY 204	Statistics II	3
PY 243	Abnormal Psychology	3
PY 260	Social Psychology	3

PY 308	Cognitive Psychology	3
or		
PY 309	Learning	3
PY 331	Biological Psychology	3
PY 341	Research Methods in Psychology	4
PY 382	Psychological Assessment	3
PY 390	History and Systems of Psychology	3
PY 401	Capstone: Research Review and Analysis	3**
PY 550	Psychology Internship	1-3

\* Introduction to Psychology and Statistics I are three-credit courses that count toward fulfilling the Social Sciences Core requirements.

\*\* Students who maintain a 3.5 grade point average in all courses taken in the Psychology Department may elect to conduct an empirically-based research study, in place of PY 401, by enrolling in PY 405 (Research Thesis I) in the spring semester of the junior year.

In addition to the required courses, students are encouraged to take elective courses within the Psychology Department and to choose Core Curriculum courses that will best prepare them for their future careers. The Department assumes that entering students have basic computer skills (i.e., the ability to use word processing and spreadsheet applications). If this is an area of weakness, the student is advised to take an introductory computer science course.

## Psychology-Sociology Double Major

The Psychology and Sociology departments offer a collaborative program designed to facilitate students' completion of majors in both psychology and sociology. The program consolidates some course requirements in order to facilitate students' completion of the two majors. Specific course requirements vary depending on whether psychology or sociology is the student's first or second major. See the chairperson of the Psychology or Sociology Department for specific requirements.

## Requirements for the Bachelor of Arts Degree in Psychology Education with a minor in Secondary Education (31-32 credits)

(See Core Curriculum requirements.)

The Psychology Education Major with a minor in Secondary Education prepares students to pursue teaching certification in Social Science. Teachers certified in Social Science are eligible to teach courses in psychology, sociology, and anthropology at the secondary level.

The Psychology Education Major is an option only for students who intend to complete the requirements for a minor in Secondary Education. In addition to meeting the requirements of the Psychology Department and the Core Curriculum, students who wish to obtain teacher certification must complete all of the requirements for certification. See information provided under the Education Department to determine those requirements.

Students who complete the Psychology Education Major should be aware that the major may not provide sufficient background in statistics and research methodology for pursuing advanced study in psychology. Students who wish to obtain teaching certification and also prepare for graduate study in psychology should consider taking Statistics II (PY 204) and Research Methods in Psychology (PY 341). Course requirements are the following:

PY 100	Introduction to Psychology	3*
PY 115	Educational Psychology	3*
PY 201	Applied Statistics and Research Methods	3
PY 214	Adolescent Development	3
PY 260	Social Psychology	3
PY 290	Psychology and Education for Exceptional Students	3
PY 331	Biological Psychology	3
PY 381	Educational Testing	3
ED 100	Foundations of Education	3
ED 205	Strategies and Techniques of Instruction	2

One of the following two courses:	3
PY 308 Cognitive Psychology	
PY 309 Learning	
One of the following three courses:	3
PY 243 Abnormal Psychology	
PY 244 Personality Theories	
PY 374 Seminar in Personality Theories	
One of the following two courses:	2-3
ED 400 Field Experience II: Pre-Student Teaching Practicum	
PY 401 Capstone: Research Review and Analysis	

\* Introduction to Psychology, Educational Psychology, and Foundations of Education are three-credit courses that fulfill the Social Sciences Core requirements.

### Requirements for Minor in Psychology (18 credits)

All students desiring a minor in psychology must complete 18 credits within the department. The requirements are as follows:

PY 100 Introduction to Psychology	3
PY 243 Abnormal Psychology	3
PY 260 Social Psychology	3
One course from the following:	3
PY 308 Cognitive Psychology	
PY 309 Learning	
PY 331 Biological Psychology	
PY 390 History and Systems of Psychology	
Any Two courses offered by the department:	6

### Typical Freshman Year Schedule

#### Fall Semester

PY 100 Introduction to Psychology	3
EL 102 Language and Rhetoric	3
or	
RS 119 Exploring Religious Meaning	3
Intermediate Modern or Classical Language	3
MA Mathematics	3

One three (3) credit course designated as a First-Year Seminar which will satisfy a Core Curriculum requirement.

#### Spring Semester

PY 260 Social Psychology	3
PY 243 Abnormal Psychology	3
RS 119 Exploring Religious Meaning	3
or	
EL 102 Language and Rhetoric	3
Intermediate Modern or Classical Language	3
History or Social Science	3

### Addiction Specialist Training Certificate

The Addiction Specialist Training Program is designed to provide the background knowledge necessary for students to develop the skills to help people with substance abuse problems. The program covers areas such as mood-altering chemicals, counseling theories and philosophies, legal rights of clients, and the development of specific treatment skills including intake, orientation, treatment planning, case management, crisis intervention, client advising, referral, documentation, consultation, and case presentation. Employment opportunities for addiction treatment or prevention exist in addiction treatment centers, hospitals, outpatient treatment facilities, rehabilitation centers, halfway houses, and correctional facilities such as prisons and juvenile detention centers.

The certificate requires 24 credits (or 18 additional credits for Psychology Majors). At least 12 credits must be earned at Saint Vincent College. The curriculum is based on the assumption that the student has had Introduction to Psychology or an equivalent course.

### Required Courses:

SO 105 Chemical Dependency
PY 219 Introduction to Counseling
PY 241 Prevention/Intervention Strategies
PY 251 Family Systems
PY 252 Rehabilitative Treatment Systems
PY 280 Interpersonal and Group Processes
Choose two courses from the following electives:
SO 204 Deviance
PY 214 Adolescent Development
PY 243 Abnormal Psychology
PY 382 Psychological Assessment

Upon completion of the program, Saint Vincent College will award an Addiction Specialist Training Certificate as a credential of achievement. The 300 clock hours of instruction in the addiction field may also be applied toward fulfilling the Pennsylvania Chemical Abuse Certification Board (PCACB) instructional requirements for state certification. Twenty-five clock hours of approved instruction can be applied toward the 50 hour recertification requirements of the PCACB.

### The Psychology Scholars Program

The Psychology Scholars Program is designed to provide high quality students with an intensive education in the science of psychology. Through the program, students receive the educational background for admittance to and success in graduate school. The program is rooted in the liberal arts tradition and places strong emphasis on the reading and analysis of scholarly work, class discussion, and written assignments.

Interested students apply for admittance to the program in the spring semester of their sophomore year. Applications and admission criteria are available in the Psychology Department Office. Completion of the Psychology Scholars Program is recognized on the student's transcript. In addition to completing the requirements of the Psychology Major, students in the Psychology Scholars Program fulfill the following requirements:\*

- Participants complete a research thesis (PY 405 and PY 406)
- Participants complete three seminar courses offered in the department. Seminar courses emphasize the reading of primary source material, class discussion, and written assignments
- Participants attend a regional or national psychology conference in the junior or senior year
- Participants present their research at a psychology conference; they apply for an A. J. Palumbo Student Research Grant to fund their travel, if applicable
- Participants maintain a 3.67 GPA in psychology courses and a 3.50 overall GPA

\*Students not admitted to the Psychology Scholars Program are eligible to participate in any of the above activities if the student meets the requirements of the particular activity. Students who fulfill all requirements of the Psychology Scholars Program receive special recognition as a Psychology Scholar.

## Course Descriptions

### PY 100 Introduction to Psychology

Introduction to the field of psychology—the scientific study of mind, body, and behavior. Topics are chosen by the instructor and may include research methods, biological bases of behavior, personality, learning, memory, social behavior, development, and behavior disorders. Three credits.

**PY 115 Educational Psychology**

This course is designed to introduce students to areas of psychology relevant to educational settings. The primary focus of the course is on psychological theory and research and their application to applied educational settings. Topics include learning and motivation; students' social, cognitive, and emotional development; the construction and use of tests; and methods of classroom management. Three credits.

**PY 201 Applied Statistics and Research Methods**

This course is designed primarily for Psychology Education Majors and Elementary Instruction Majors and provides students with a basic understanding of statistical concepts and methods of inquiry as they are used in the field of education. Topics include measures of central tendency and dispersion, properties of the normal curve, statistical significance, sampling, correlation, and significance tests. Students are also introduced to critical evaluation of psychological and educational research, the social and political implications of statistical data, and basic quantitative and qualitative research designs applicable to the teaching profession. Although students are required to master statistical and research concepts, primary emphasis is placed on practical applications in educational settings. Three credits.

**PY 203 Statistics I**

This first course in statistics introduces students to some of the basic statistical procedures that are most commonly used in the social sciences, including measures of central tendency and variability, correlation and regression analysis, probability, logic of hypothesis testing, and t tests. Students also learn to perform statistical analyses on the computer using SPSS. Prerequisite: MA 100 or higher. Three credits.

**PY 204 Statistics II**

A continuation of the first course in statistics, this course introduces more advanced procedures including analysis of variance and multiple regression. Nonparametric statistical tests such as the chi-square test are also covered. As in the first course in statistics, computer application using SPSS is further developed. Prerequisite: PY 201 or PY 203 or equivalent course. Three credits.

**PY 212 Child Development**

Examines human physical, cognitive, moral, and social development from conception to adolescence. Specific topics include prenatal development, temperament, intelligence, attachment, and disciplinary techniques. Early childhood observation activity included. Prerequisite: PY 100 or PY 115. Three credits.

**PY 214 Adolescent Development**

Examines biological, cognitive, emotional, moral, and social development during the second decade of life. Topics include puberty, changing peer and parental relationships, school transitions, sexuality, and drug use. Prerequisite: PY 100 or PY 115. Three credits.

**PY 216 Psychology of Adult Development**

This course focuses on the dynamic processes of growth and development in adulthood. Such issues as self-concept, intimacy, marriage, sex roles, work, love, friendship, and the family are examined. Prerequisite: PY 100. Three credits.

**PY 219 Introduction to Counseling**

Provides a study of counseling as a distinct area of expertise. Topics include the dynamics of counseling, counselor attributes and conditional elements that facilitate successful counseling, and several facets of counseling such as group encounter. Prerequisite: PY 100. Three credits.

**PY 220 Psychology of Religion**

This course is designed to assist students to believe developmentally and meaningfully in themselves and in their God during our Post-Modern era. An existential phenomenological approach will address contemporary issues: humans' search for meaning, 21st century interpretations of religion and spirituality, evil, humans' experience of God and the Spirit, social justice, and love and human sexuality. Three credits.

**PY 241 Prevention/Intervention Strategies**

This course reviews strategies and programs that are effectively being implemented in schools and communities. Students are introduced to school-based education and intervention programs, public policy, public awareness campaigns, community task forces, and professional education. High-risk groups are also addressed. Course work consists of lectures, discussions, small group activities, and readings. Prerequisite: PY 100 or PY 115. Three credits.

**PY 243 Abnormal Psychology**

This course provides an introduction to psychological disorders. All major disorders are discussed in terms of specific symptoms, as well as the impact of the disorder on the individual's life. Etiology and treatment are also studied. Special emphasis is placed on understanding the diagnostic system used in developing a diagnosis. Prerequisite: PY 100. Three credits.

**PY 244 Theories of Personality**

This course examines the development of the normal personality from a variety of theoretical perspectives (e.g., psychodynamic, social-learning, humanistic-existential). Special attention is given to the current status of the major theories of personality. The research methods employed within the various theoretical frameworks are critically reviewed. Prerequisite: PY 100. Three credits.

**PY 251 Family Systems**

This course examines the major family systems theories, their assessment techniques, and associated therapies. Emphasis is placed on the features of a functional and dysfunctional family system. Separated/divorced, substance abusing, sexually abusing, and violent family systems and their dynamics are studied in detail. Three credits.

**PY 252 Rehabilitative Treatment Systems**

This pre-professional course introduces students to rehabilitative treatment systems currently used by chemical dependency programs. Topics include case management and treatment planning with various populations (e.g., youth, families), ethical and legal issues, the role of family and workplace in treatment, and community resources. Prerequisites: SO 105 plus either PY 219, PY 241, or PY 251. Three credits.

**PY 260 Social Psychology**

An introduction to both classic and contemporary social psychological research and theories. Topics include research methods, the self as a social construction, perceiving social others, persuasion, and aggressive and altruistic behavior. Prerequisites: PY 100 or SO 101. Three credits.

**PY 270 Industrial-Organizational Psychology**

An introduction to the psychological and sociological perspectives of the behavior of individuals in organizations with a particular emphasis on industrial settings. Issues of how organizations function are supplemented with issues of how to work with organizations. Topics include motivating and supervising employees, group behavior, leadership, organizational climates, organizational development and theories, selecting employees, and interactions between workers and machines. Prerequisite: PY 100. Three credits.

**PY 280 Interpersonal and Group Processes**

This experiential-learning course is designed to introduce the art and skill of interpersonal communication and the organization and dynamics of groups to students interested in business management and in human services (e.g., psychology, education, and social work). This is primarily a skill-based course that emphasizes learning and practicing skills in active listening, open communication, problem-solving, and conflict management. The weekly format of the course includes a theory session followed by an experiential-learning laboratory. Enrollment is limited due to the nature of the experiential laboratory. Three credits.

**PY 290 Psychology and Education for Exceptional Students**

This course examines the characteristics of exceptional individuals and effective educational strategies for their inclusion in the regular classroom setting. All areas of exceptionality and the gifted and talented are included. Other topics include the legal bases for education of the exceptional, techniques for identification and assessment, adaptation of curriculum and materials, the use of technology, available educational and community resources for positive intervention for students and their families, and current developments in the field. A number of observations of and interactions with exceptional students within both regular and special education settings is a requirement of the course. Prerequisite: PY 115. Three credits.

**PY 308 Cognitive Psychology**

An analysis of human cognition, including such topics as attention, perception, pattern recognition, memory, language production and comprehension, problem solving, creativity, and artificial intelligence. Prerequisite: PY 100 or PY 115; recommended PY 201 or PY 203. Three credits.

**PY 309 Learning**

An overview of how and why human behavior changes in response to the environment. Although animal models of learning will be discussed, emphasis is placed on how animal models help us understand the complexity of human behavior. Topics include Pavlovian and operant learning, stimulus control, biological preparedness, reinforcement contingencies, self-control, behavior modification, and token economies. Prerequisite: PY 100. Three credits.

**PY 310 Field Work**

Introduction to actual working experience under supervision at selected social agencies. With approval from the faculty, the student arranges to volunteer services for eight to ten hours a week during the semester. This includes a progress and final report from the supervisor as well as a related research topic adequately presented to the faculty at the end of the semester. Variable credit.

**PY 320 Forensic Psychology**

A survey of topics in forensic psychology, a specialized subfield involving the interface between psychology and law. Topics include forensic assessment, civil competence, eyewitness testimony, criminal responsibility, psychology of criminal behavior, criminal profiling, jury issues, expert witness issues, police issues, and career paths in forensic psychology. Prerequisites: PY 100, PY 243, and PY 203 or equivalent course. Recommended: PY 382. Three credits.

**PY 331 Biological Psychology**

This course introduces students to the ways in which behaviors are based on biological processes occurring within our bodies. The major topics of the course include an introduction to the functioning of the nervous and hormonal systems, sensory processes, the effects of drugs on behavior, motivation and emotion, learning and memory, and biological bases for psychological disorders. Prerequisite: PY 100. Fee. Three credits.

**PY 341 Research Methods in Psychology**

The purpose of this course is to introduce students to the various tactics of performing research within the field of psychology. Although the emphasis is on psychological research methods, the procedures developed are applicable to all areas of scientific research—social, biological and physical. Course work includes hands-on experience conducting psychological research, analyzing data, and reporting results. Prerequisites: Either PY 203 and PY 204 or PY 201. Fee. Four credits.

**PY 350 Independent Study**

May be repeated. Variable credit.

**PY 360 Critical Review Paper**

Junior and senior psychology majors write a critical analysis of literature on a topic related to psychology. Under the supervision of the course instructor, students obtain, read, and analyze sources, submitting evidence of their work throughout the semester (e.g., thesis, references, outlines, and drafts). Emphasis is placed on the student's ability to work independently, the use of primary sources, and APA style. Students should choose a section of PY 360 so that the student's interests correspond with the faculty member's expertise. Prerequisite: PY 341 or PY 201. One credit.

**PY 370 Ethical Issues in Psychology**

This upper division seminar course examines the prominent professional and ethical issues in psychology. Issues primarily surround work with patients; however, research and teaching issues are also covered. This is a seminar course in which students read and discuss articles from scholarly journals. Prerequisite: Junior or Senior Psychology Major. Three credits.

**PY 374 Seminar in Personality Theories**

This upper division seminar course examines the major theories of personality. Students read and discuss articles from scholarly journals, as well as selected original works from prominent personality theorists. Topics include psychoanalysis, behaviorism, humanism, and trait theories, in addition to disorders of personality. Prerequisite: Junior or Senior Psychology Major. Three credits.

**PY 378 Cognitive Psychology Seminar**

In this upper division seminar course, students read and discuss articles from scholarly journals and complete laboratory demonstrations. The course examines special topics in the field of cognitive psychology such as memory errors, divided attention, and problem solving. Prerequisite: PY 100 and Junior or Senior status. Three credits.

**PY 381 Educational Testing**

This course is designed for Psychology Education Majors and Elementary Instruction Majors and provides an overview of psychological and educational testing of preschool and school age children and youth. Topics include the history, issues, and problems of psychological and educational assessment; test design and evaluation; an overview of tests of intelligence, academic achievement, interests, and aptitude; ecological assessment of classroom behavior; and a review of ethical issues. Consideration will be given to assessing the needs of exceptional children and ways of critically reviewing such assessment for purposes of educational decision-making. Prerequisite: PY 201 or PY 203. Fee. Three credits.

**PY 382 Psychological Assessment**

This course provides an introduction to the field of psychological assessment. Assessment includes a variety of psychological tests and other approaches designed to gain a better understanding of the human person. Includes personality and intellectual testing, as well as standardization and construction. Prerequisite: PY 203. Fee. Three credits.

### **PY 390 History and Systems of Psychology**

An examination of the major systems and trends in the history of psychology. Special attention is given to the various schools of philosophical thought that preceded the emergence of psychology as a science. Although the contributions of particular psychologists are considered, the primary emphasis is on the major systems or schools of thought that have influenced the development of psychology as a science. Prerequisite: Twelve previous credits in Psychology. Three credits.

### **PY 401 Capstone: Research Review and Analysis**

In this senior capstone course that is required for Psychology Majors, students write a literature review and analysis on a topic in the field of psychology. Students identify and examine primary sources and use these sources to develop a critical analysis of the topic area. (Psychology Majors completing PY 405 and 406 are exempt.) Prerequisite: Senior Psychology Major. Three credits.

### **PY 405 Capstone: Research Thesis I**

Junior psychology majors design an empirical study and submit an APA-style research proposal and IRB application. Students conduct an extensive review of the literature, synthesize existing theory and research, build a rationale for their study, develop hypotheses, devise appropriate methodology and statistics, and obtain or construct supporting materials. Prerequisites: PY 341, 3.5 Psychology GPA, and authorization by the Department Chair. Three credits.

### **PY 406 Capstone: Research Thesis II**

In this follow-up to Research Thesis I, students conduct the empirical study that they designed in PY 405. Students recruit participants; collect, analyze, and interpret data; compose the results, discussion, tables, and figures; and revise all earlier portions of the paper to produce an empirically-based APA-style research thesis. Prerequisite: PY 405. Three credits.

### **PY 550 Cooperative Education—Psychology Internship**

Students engage in professional work experience in the community that complements and strengthens academic learning. The number of credits earned and the academic requirements are variable, depending on the duration of the experience. Students may or may not receive monetary compensation depending on the company/agency. Students must receive approval from the faculty internship advisor and complete all paper work with Career Services before registering for or beginning the internship. May be repeated. Variable credit.

## **Public Policy**

*Alex G. McKenna School of Business, Economics, and Government*

*Faculty: Gary Quinlivan, Dean, McKenna School and Program Chairperson*

*James R. Harrigan; Andrew R. Herr; William J. Hisker; Peter M. Hutchinson; Gabriel S. Pellathy; Richard Saccone; Bradley C. S. Watson*

*Adjunct Faculty: David Dahlman, Lee Demosky; Cecilia Dickson, Kenneth Stillwell*

The Public Policy program of the McKenna School is designed to develop an understanding of the economic and political institutions, principles, and processes involved in public policy decision-making. Students are led to examine issues critically while developing a substantive knowledge of market economics and democratic-constitutional government as the context for American public policy. These studies contribute to the development of a well-rounded liberal arts education while helping students pursue their professional goals. The Public Policy program offers a general public policy major and a more specialized major in environmental affairs. Both majors seek to provide the theoretical and analytical background needed to effectively participate in public policy-related endeavors. Public policy concerns the decisions and actions of government.

Governmental actions at the various levels have a broad impact on society and affect businesses, the professions, and many aspects of individuals' lives. Economic analysis and knowledge of political organization and politics comprise much of the intellectual framework for public policy decision-making. The curriculum combines courses in economics and political science to help foster the development of such skills and knowledge. The Public Policy Environmental Affairs major provides additional technical and scientific knowledge and modifies the political science curriculum to better prepare students for participation in environmental affairs. All Public Policy majors are encouraged to participate in the programs of the McKenna School's Center for Political and Economic Thought, which sponsors numerous lectures and conferences by prominent outside speakers on campus.

The program's capstone experience is a senior thesis on a public policy topic fulfilled in PS 480. It is anticipated that many public policy majors may be interested in seeking immediate employment in public policy-related positions in the nonprofit sector or business, or in government service or politics. To enhance career opportunities, an internship or other relevant work experience is recommended, which may be pursued through the College's Career Services office.

The curriculum is also good preparation for students interested in law school; such students should also consult the College's Pre-Law program in this *Bulletin*. Students considering applying to graduate school in public policy, public administration, or public affairs are advised to take Calculus I, Macroeconomic Theory, Introduction to Geographical Information Systems, and Econometrics. The faculty awards the Bachelor of Arts in Public Policy or with the addition of Calculus I, the Bachelor of Science degree. Public Policy Environmental Affairs majors receive the Bachelor of Science degree.