



**CABRINI**  
UNIVERSITY

LIVE WITH PURPOSE

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

# Psychology Department Handbook 2017

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## Preface

The faculty and students of the Psychology Department offer you a warm welcome and wish you success on your new venture as an undergraduate psychology major.

The pages that follow contain information that will introduce you to our psychology program and give you the necessary information to make a successful start.

The study of psychology is a challenging academic pursuit that requires good critical thinking, research skills, quantitative reasoning and effective writing—all of which fit nicely into the liberal arts and sciences curriculum of Cabrini University.

The applied aspects of psychology have utility in a wide variety of fields ranging from education to business to science.

The skills and knowledge you acquire as a psychology major should serve you well in any field you choose to pursue, as well as augmenting and supporting the Cabrini University *Justice Matters* curriculum and mission.

**Important Note:** Contents of this manual are for general informational purposes and may change upon discretion of the Psychology Department.

For all academic matters of importance, students must consult directly with their department advisor or Department Chair.

This handbook is also available online at [www.cabpsy.net](http://www.cabpsy.net).

# Psychology Department Faculty

**Dr. Edna Barenbaum** is a professor of education. Her PhD is from Temple University in the fields of special education and school psychology. She is active in professional organizations in psychology and special education. She has co-authored and developed psycho-educational assessment instruments for diagnosis and screening of children in the schools. Research activities have included the investigation of psycho-social well-being of orphaned and vulnerable children living in Swaziland, a project supporting the work of the Cabrini Ministries St. Philip's Mission. She is also on the Editorial Board of Reading and Writing Quarterly. Her office is on the first floor of the Iadarola Center.

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

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

**Dr. Melissa Terlecki** is an associate professor of psychology and Chair of the Department. She received her doctoral degree from Temple University with specialty areas in cognition and cognitive neuroscience. Her research interests include spatial ability and mental rotation, experiential factors and gender differences in spatial ability, and environmental psychology. Past research activities included studies relating to spatial abilities associated with video games and computer experiences as well as several local community-based environmental research projects. Newer research interests include the study of metacognition and instruction. Dr. Terlecki is the chair of the Cabrini University Institutional Review Board. Her office is on the first floor of the Iadarola Center.

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

## Full-time Faculty Contact Information

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- **Melissa Terlecki, PhD, Department Chair**  
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- **Anthony T. Tomasco, PhD**  
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## Adjunct Faculty

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- Carolyn Reilly      [carolyn.maureen.reilly@cabrini.edu](mailto:carolyn.maureen.reilly@cabrini.edu)

# The Psychology Program

The course of study for psychology majors is based on a generalist model that is designed to prepare students for a variety of fields within psychology as well as in related disciplines. Heavy emphasis is given to preparing students for graduate study and developing those skills necessary to function effectively in a field that is based on empirical research. Students take a wide array of courses fostering laboratory research, social and developmental skills, and neurological and clinical experiences.

Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and sciences education. Students may pursue double majors and minors. The department works closely with the sociology, criminology, and social work programs to enhance the student's career opportunities and allow for diversity of curricula and faculty.

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

## Learning Outcomes

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

Students will:

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

## The Psychology Major

In general, first-time or first-year students will be accepted to Cabrini University with the Psychology major as their “intended” field of study based on criteria set by Cabrini’s Admissions Office.

When enrolled and after completion of one full-time semester (12 or more credits) for first-year students, students must submit a formal application (Declaration of Major Form) to the Department Chair and meet the following criteria:

- completion of one full-time semester (12 or more credits) of coursework including PSY 101 or its equivalent with an overall minimum cumulative GPA of 2.0
- maintenance of “C’s” or better in all required Psychology courses. Psychology courses with grades lower than a “C” must be retaken and cannot be used towards requirements for the major

Students with a major GPA below 2.0 will be considered “on probation” within the department and must schedule a formal planning session with the Department Chair to develop a plan for improvement.

Students on probation have two semesters to raise their major GPA to 2.0 or higher. If the student’s major GPA has not risen during that time, the student will be advised to seek a different major and will not be granted the degree in Psychology.

Students failing to meet one or more of these requirements and/or who are denied admission to the department may appeal the decision by submitting a written appeal to the Department Chair. Reasons for appeal may include miscalculation of grades or documented extenuating circumstances. Appeals will be reviewed by the Department Chair on a case-by-case basis.

## Requirements for the Major in Psychology

*All courses 3 credits unless noted*

- PSY 101 - Introduction to Psychology
- PSY 202 - Personality Theories
- PSY 203 - Developmental Psychology I
- PSY 204 - Developmental Psychology II
- PSY 271 - Statistics for the Social Sciences I (Math Core\*)
- PSY 272 - Statistics for the Social Sciences II (Math Core\*)
- PSY 304 - Brain and Behavior
- PSY 305 - Social Psychology
- PSY 309 - Abnormal Psychology
- PSY 341 - Research Methods I
- PSY 342 - Research Methods II
- PSY 400 - Senior Seminar

Select any two of the following:

- PSY 402 - Laboratory Experiences in Learning
- PSY 403 - Laboratory Experiences in Cognition
- PSY 404 - Laboratory Experiences in Sensation and Perception

**Total credits for major: 36**

\*Required for the Psychology major but count towards the Math Literacy core curriculum requirement

## Psychology Minor

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

# Psychology Course Descriptions

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

Students are introduced to the scientific study of human behavior. Special attention is given to the biological, psychological, and social processes underlying human behavior within the framework of modern psychological research. Satisfies the Individual and Society Explorations Requirement for non-psychology majors. Offered fall and spring. 3 credits

## **PSY 201 – Metacognition for Leadership**

Metacognition can be considered “thinking about thinking,” involving self-awareness and reflection. Self-awareness is closely tied to learning, leadership, personal success, and achievement. Individuals may differ in their social, emotional, and cognitive awareness, thus students will explore personal assessments of such and track both formative and summative growth as we learn more about metacognitive theories and practice. Particular attention will be paid to self-awareness as an aspect of leadership, as a requirement for the Leadership minor. Students will also engage in many metacognitive activities that allow reflection on personal cognition. Offered fall. 3 credits

## **PSY 202 - Personality Theories**

The major theorists who have sought to answer the controversial questions concerning human personality are encountered in a comprehensive manner. Students are encouraged to develop the ability to critique these theorists through guided exercises in self-analysis. Some theoretical approaches studied include psychoanalytic, behavioral, humanistic, and cognitive. Prerequisite: PSY 101. Offered fall. 3 credits

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

Students examine the development of the human being through conception, birth, infancy, early childhood, elementary school age, and early adolescence. Major theories of human development are explored. Topics for discussion include critical developmental and controversial issues. Prerequisite: PSY 101. Offered fall. 3 credits

## **PSY 204 - Developmental Psychology II**

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

## **H-PSY 260 - Social Identity and Psychological Development**

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

Prerequisite: PSY 101. Offered fall alternate years. 3 credits

### **PSY 271 - Statistics for the Social Sciences I**

This is a computer-intensive course that instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability, hypotheses testing, t-tests. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using IBM SPSS software. This course is a required for all psychology majors and counts towards the Math Literacy core curriculum requirement (credits count towards core). Prerequisite: Psychology majors only. MAT 098, and/or 099 if necessary based on placement. Offered fall. 3 credits

### **PSY 272 - Statistics for the Social Sciences II**

This is a computer-intensive course that instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include analysis of variance, regression, correlation, introduction to multivariate techniques and selected non-parametric techniques. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using IBM -SPSS software. This course is a required for all psychology majors and counts towards the Math Literacy core curriculum requirement (credits count towards core). Prerequisite: Psychology majors only. MAT 098, and/or 099 if necessary based on placement and Co-requisite: PSY 271 Offered spring. 3 credits

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

This course examines media influences on children and adolescents. The importance of the media in lives of children and adolescents and the unique vulnerabilities present at each developmental stage will be discussed. Students will learn about the different theoretical approaches to the study of media influences and review current research on both content and consequences of media portrayals for today's youth. Readings and discussion will focus on media portrayals of violence, race, gender, beauty, and how they affect children's attitudes about themselves and others. Special emphasis is placed on identifying strategies and programs that can weaken media effects. Prerequisite: Honors students only. Offered fall. 3 credits

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

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

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

### **H-PSY 302 - Honors Psychology: Psychology in the Media**

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

Offered spring, alternate years. 3 credits

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

This course is for the serious student who wishes to learn more about the science of psychology. The course has a strong biological emphasis and covers topics such as evolution and behavior, the nervous system and sensory- motor function, genes and behavior, emotion and the nervous system, language, drugs and addiction, psychological disorders, sleep, and consciousness. Prerequisite: PSY 101. Offered fall and spring. 3 credits

**PSY 305 - Social Psychology**

Students examine the impact of society and culture on the individual's emotions, thought processes, motives, and behavior. Research findings are presented in relationship to major theoretical approaches. In special cases and with the approval of the Department Chair, students may substitute SOC 305 for PSY 305. Prerequisite: PSY 101 or SOC 215. Offered fall and spring. 3 credits

**PSY 309 - Abnormal Psychology**

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

**PSY 312 - Developmental Psychopathology**

This course offers a developmental approach to the etiology, diagnosis, and treatment of psychopathology. Students study disorders from infancy to adolescence in relation to developmental theory. Factors and controversial issues explored include, but are not limited to, genetic, neurobiological, intellectual, cultural, psychoanalytic, and behavioral correlates. Prerequisite: PSY 101 and PSY 203. Offered fall. 3 credits

**PSY 313 - Psychological Assessment**

Students study and interpret major psychological tests in common use today: intelligence, achievement, psychomotor, vocational and personality. Students select one test and perform a critical analysis of its psychometric properties, its strengths and weaknesses, and its uses in contemporary society. Prerequisite: PSY 101; PSY 203 is strongly recommended. Offered spring. 3 credits

**PSY 316 - Positive Psychology and Health**

This course is an introduction to positive and health psychology and will explore the social, psychological and behavioral consequences for health and well-being. Prerequisite: PSY 101. Offered alternate years. 3 credits

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

This course explores the way in which attitudes shape our educational experiences. Students will read both theoretical and empirical works relating to the topic such as those by Eccles & Wigfield, Shau and Aiken. In addition, students will explore the way this effect on learning impacts our contemporary society as well as their own lives. Prerequisite: PSY 101. Offered fall. 3 credits

**PSY 330 - Educational Psychology**

This course applies research from developmental psychology, learning, motivation, personality, and assessment to children and teachers in traditional educational settings. Cultural diversity is addressed in the study of children and families in the school setting. Prerequisite: PSY 203. Offered alternate years. 3 credits

**PSY 341 - Research Methods I**

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student- authored research proposal. This course is a required for all psychology majors, who have priority in registering. Prerequisites: PSY 271 and Co-Requisite: PSY 272. Offered fall. 3 credits

**PSY 342 - Research Methods II**

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the completion of a student-authored research study. This course is a required for all psychology majors, who have priority in registering. Prerequisites: PSY 271 and 272, and Co-requisite: PSY 341. Offered spring. 3 credits

**PSY 370 - African American Psychology**

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

**PSY 400 - Senior Seminar**

This course provides a capstone experience for psychology majors. Using history as a foundation for inquiry and discussion, students study and interpret the significance of historical events in philosophy, science and early experimental psychology to gain perspective on the growth and development of twentieth century psychology. Students are required to demonstrate their understanding of psychology as well as their growth and maturity as prospective college graduates in a final comprehensive oral examination. This course is a required for all psychology majors, who have priority in registering. Psychology majors only. Offered spring. 3 credits

**PSY 401 - Laboratory Experiences in Neuropsychology**

This course introduces students to the field of neuropsychology. Emphasis will be given to an examination of selected brain-behavior relationships and neuroanatomical correlates of cognitive and behavioral dysfunction. Laboratory activities will supplement lecture and discussion. Prerequisite: PSY 304. Offered alternate years. 3 credits

**PSY 402 - Laboratory Experiences in Learning**

This course introduces students to the basic principles of learning within the context of classical and operant theory. Research and clinical applications are used to frame the applied aspects of learning. Laboratory activities will supplement lecture and discussion. Prerequisite: PSY 341. Offered fall and spring. 3 credits

**PSY 403 - Laboratory Experiences in Cognition**

Students are introduced to the experimental analysis of human cognition. Lecture and laboratory assignments relating to perception, memory and problem solving will in part define the area of study for this course. Prerequisite: PSY 341. Offered fall. 3 credits

**PSY 404 - Laboratory Experiences in Sensation and Perception**

This course focuses on the physiological aspects of our senses. Sensation and perception provides the basis for understanding our thinking and behavior in an ever- changing world. Lecture is complemented by online demonstrations and experiments. The classroom environment will be interactive and students will engage in classroom discussion and participation. Prerequisite: PSY 304. Offered spring. 3 credits

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

Undergraduate research offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Honors Practicum offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written in APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval and PSY 341, 342. Offered as needed. Variable credit; repeatable for credit

**PSY 495 - Psychology Internship**

Psychology internship experiences are offered to upper- division psychology majors who meet prerequisite GPA and skill requirements as determined by psychology department faculty. Students should anticipate spending at least one full day per week during the semester at their designated field site for each three-credit experience. In addition, all interns must attend weekly seminars and individual meetings with their Cabrini internship supervisor. Prerequisite: Department approval. Offered fall and spring. Variable credit; 6 credits maximum

**PSY 497 - Professional Development in Psychology**

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

**PSY 499 - Independent Study**

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

# Clubs and Organizations

## **Psi Chi - International Honor Society**

Psi Chi is an international honor society with the purpose to advance the science of psychology and to stimulate and encourage scholarship in all fields, especially psychology.

To apply for candidacy in the organization, students must be a psychology major or minor; have completed a minimum of 9 credits in psychology with both a cumulative and major GPA of 3.4 or higher (which represents the top third of the class). A one-time, lifetime membership fee of \$55 required to join.

## **Psychology Club**

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

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

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

# Recommended Four-Year Course-Planning Guide for the Psychology Major

## Semester 1

(3) PSY 101  
(3) Math (Literacy) If Needed  
(3) Science (Literacy)  
(3) ECG 100  
(3) Language (Literacy)  
(1) COL 101  
[13-16 Semester Credits]

## Semester 3

(3) PSY 204\*  
(3) PSY 271\*  
(3) ECG 200  
(3) Individual and Society (Exploration)  
(3) Elective (or second major/minor)  
[15 Semester Credits]

## Semester 5

(3) PSY 341\*  
(3) PSY305\*  
(3) ECG 300  
(3) Aesthetic Appreciation (Exploration)  
(3) PSY Elective  
[15 Semester Credits]

## Semester 7

(3) PSY Lab Experience I\*  
(3) PSY Internship  
(3) PSY Elective  
(3) Elective (or second major/minor)  
(3) Elective (or second major/minor)  
[15 Semester Credits]

## Semester 2

(3) PSY 202\*  
(3) PSY 203\*  
(3) Science (Literacy)  
(3) IST (Literacy)  
(3) Language (Literacy)  
(3) ENG 100 if Needed  
[15-18 Semester Credits]

## Semester 4

(3) PSY 272\*  
(3) PSY 304\*  
(3) Heritage (Exploration)  
(3) Religion (Literacy)  
(3) Elective (or second major/minor)  
[15 Semester Credits]

## Semester 6

(3) PSY 342\*  
(3) PSY 309\*  
(3) Values (Exploration)  
(3) PSY Elective  
(3) Elective (or second major/minor)  
[15 Semester Credits]

## Semester 8

(3) PSY Lab Experience II\*  
(3) PSY 400\*  
(3) PSY Internship  
(3) Elective (or second major/minor)  
(3) Elective (or second major/minor)  
[15 Semester Credits]

## 123 CREDITS OVERALL NEEDED FOR GRADUATION

### Notes:

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

# More about Psychology – Frequently Asked Questions

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

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

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

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

It is important to note that when you elect a second major, you will, in most instances, need to complete all the requirements as defined by both departments. There are some exceptions when courses within programs have redundant or similar requirements. In those instances, we will work with the second department to help reduce this redundancy. Students should consult the Catalog ([www.cabrini.edu/catalog](http://www.cabrini.edu/catalog)) and their academic advisor for information regarding double majors and minors.

## What organizations may I join?

The psychology department sponsors two organizations, the **Psychology Club** and **Psi Chi**. The Psychology Club is open to all students. It meets at least once a month and plans for films, field trips, speakers, and parties. It has been an active club on campus over the last fifteen years and welcomes all students. Please contact an organization Officer or Club Advisor, Dr. Tamarah Smith for more information or to join. See descriptions under Clubs and Organizations.

## Does the Psychology Department have an Honors Program?

Psychology majors who meet the department requirements for honors will graduate with honors in psychology: (1) membership in the Psi Chi Honor Society; (2) a minimum overall GPA of 3.4; (3) a minimum cumulative GPA of 3.4 in all psychology courses taken at Cabrini University; and (4) successful completion H-PSY 466, the Honors Research Practicum.

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

Research is a major component in the undergraduate psychology curriculum. Many of our core courses require some form of research activity. The focal point for most research projects is the Research Methods courses (PSY 341 and 342). Students present their work at the annual Cabrini Arts, Research, and Scholarship Symposium in the spring.

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

Upon recommendation by the department faculty, students may submit papers to the Delaware Valley Psi Chi Undergraduate Research Colloquium and, in certain cases, to the PPA, EPA, or APA. These presentations are considered professional and make valuable additions to your resume.

We have been very successful in having our students' research accepted at conferences. It makes a major difference in your graduate school application if you have made a presentation at a scholarly conference. Students who elect some form of presentation of their research should register for the Independent Research course (PSY 466) with department faculty before the first semester of their senior year.

## **What can I do with a degree in Psychology?**

In order to qualify for a career as a Psychologist, one must earn an advanced graduate degree— MA/MS, PhD/PsyD. Career information for the field of psychology is abundant. The Psychology Department sponsors several activities each year for students wishing to learn more about career opportunities.

In addition, students should take advantage of the services provided by Career and Professional Development ([www.cabrini.edu/career](http://www.cabrini.edu/career)) and the department faculty. The Psychology Department's website is another good source for career information ([www.cabpsy.net](http://www.cabpsy.net)).

The American Psychological Association's (APA) website provides a wealth of information for and about psychology, psychologists, and psychology students. The APA website ([www.apa.org](http://www.apa.org)) should be bookmarked on your browser's favorites list.

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

As first-year students, you will most likely be concentrating on the core and major requirements appropriate for entry level. The entry level courses for psychology are PSY 101- Introduction to Psychology. Your psychology course, along with your writing and ECG 100 class, will provide you with plenty of opportunities for some serious critical thinking about where you have been and where you want to go— especially within the context of who you are.

Now is the time to get to know yourself better by identifying your strengths, weaknesses, values, skills, and interests as they relate to how you want to live your life. Individual counseling, personality and interest inventories, *Focus2*, a computerized career-development system available in Career and Professional Development, will assist you in this process.

Participation in on-campus activities is recommended as well as pursuing career related-employment. C.E.O. (Career Experience Opportunity) enables students to gather information about specific careers by meeting or speaking with Cabrini alumni employed in such professions.

As sophomores, armed with greater knowledge of self, students need to increase information regarding possible occupational goals. Talk to people in fields of interest, volunteer, or work at a summer job in order to explore tentative choices.

Try a course or two in a specific field, which may be appropriate to supplement your psychology degree. Consider an internship related to your course of study, an option available to students in the second semester of sophomore year, junior, and senior years. Likewise, an internship within the Psychology department during your senior year would be most beneficial.

Decision-making and formal exploration continues through junior year. Specific goal setting at this time is essential. If graduate school realistically fits into your life plan, begin identifying and exploring appropriate schools. The psychology department offers an optional career development course for students planning graduate education. It is strongly recommended that you take this course.

Also consider internships and/or other cooperative education experiences. A limited number of internship opportunities are available to psychology majors.

You must plan well in advance to meet the qualifying requirements for psychology internships and meet with the internship coordinator in advance of registration. This is an important year for decision making and it is important that you meet regularly with your advisor to discuss your plans.

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

# Recent Student Research Abstract Examples

## **Annie McMahon (2016)**

### ***The Relationship between Instructor Attitudes Towards Teaching and Math Anxiety***

This study compared the relationship between instructor attitudes toward teaching and student math anxiety. Expectancy-value theory and self-efficacy theory claim that attitudes created from past experiences influence achievement. Self-focus theory, cognitive interference theory, and distraction theory suggest that anxiety causes deficits in our ability to focus on the task at hand.

From these theories, it was hypothesized that supportive and motivational instruction and positive attitudes of an instructor will negatively correlate to math anxiety. Students in the psychology department research participation pool completed the Mathematics Anxiety-Rating Scale-Revised (MARS-R) and Predictive Student Evaluation of Instruction scale. Math instructors completed the Teacher Survey of Attitudes Towards Teaching and Students.

A moderate relationship was found between attitudes and math anxiety. These findings provide new information about what variables influence math anxiety. Awareness of these variables is crucial for educators and students so that they can better understand what may be inhibiting performance in mathematics.

## **Grace Capuzzi (2016)**

### ***Academic Success and Motivation: Differences between Athletes and Non-Athletes***

This study examined academic success between athletes and non-athletes with particular emphasis on motivation as a mediating factor. The academic criteria for student-athletes to remain eligible for their sport are directly related to their overall academic success; such as their GPA. Therefore, athletics can motivate student-athletes to perform well in the classroom.

In this study, students were asked to complete the Academic Motivation Scale (Vallerand et al., 2013). There were 26 items (e.g., "I enjoy the challenge of learning complicated new material") measured on a 7-point Likert scale of agreement. In addition, those who were athletes also completed a Sports Motivation Scale (Mallett et al., 2007), consisting of 12 items. Basic demographics such as, gender, year in school, overall GPA, expected graduation year and major were also collected.

Results revealed that academics are crucial in college for both student-athletes and non-student athletes. Athletes had a larger correlation between GPA s and academic motivation, and significantly higher achievement goal motivation than non-athletes.

This suggests that motivation, specifically with respect to high grades (i.e., achievement) is a strong factor in academic performance for athletes more so than non-athletes. Eligibility requirements may contribute to this relationship among athletes.