

SAINT JOSEPH'S UNIVERSITY

Department of Psychology



STUDENT HANDBOOK

For Psychology Majors and Minors

General Education Program

Class of 2018

Foreword

Welcome to the Psychology Program at Saint Joseph's University. The Psychology Program offers students a varied and challenging curriculum for understanding psychology as a scientific discipline, focusing on relevant research and the application of that research in a variety of settings. The broad range of this discipline is indicated by the diversity of course topics available to students. The program emphasizes experimental psychology with a focus on biopsychology, clinical psychology, cognitive psychology, developmental psychology, health psychology, learning and memory, neuropsychology, and social psychology. However varied the students' interests, all find areas of psychology that are personally appealing. (Visit <http://psychology.sju.edu> for more detailed information.)

It is our hope that your studies in the Department of Psychology will be both challenging and rewarding. This Student Handbook was developed to provide you with important and relevant information relating to your undergraduate career in psychology. The Handbook is a guide to your program of study and a source of information about the faculty, curriculum, facilities, opportunities, and resources within the Department.

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Statement of Mission

Department of Psychology
Saint Joseph's University

In the spirit of the Jesuit, Catholic, liberal arts tradition, the Department of Psychology of Saint Joseph's University provides students with an understanding and appreciation of behavior and mental processes in all of their diverse manifestations, for the betterment of the human condition.

The Department promotes excellence through the teacher/scholar model and provides an atmosphere for students to be intellectually curious, socially responsible, to reason well, and to become independent learners. This academic experience will change the way they conceive of their world and themselves and will promote a life-long commitment to social justice and learning.

The Department serves its academic discipline and the larger community through faculty scholarship and the preparation of future scholars, as well as providing students with the intellectual, interpersonal, and communication skills that promote success in a variety of career paths.

Guided by the philosophy of science as a worldview and its application to psychological processes, the Department of Psychology supports the University's Mission by:

- Excelling in teaching, scholarship, and service.
- Making a vital contribution to the general education of the University's students.
- Modeling *cura personalis* through advising, mentoring, community and professional service, and assuming positions of leadership within and outside of the University.
- Preparing courses that reflect the historic roots of the discipline as well as contemporary thought, and making explicit the connections between basic science and real world applications.
- Emphasizing professional ethics of psychology as a discipline.
- Conducting and disseminating high quality research, in partnership with students.
- Providing students with experientially-based learning.
- Preparing students to contribute to the common good.

DEPARTMENTAL EDUCATIONAL GOALS AND OBJECTIVES

Goal 1: Theory and Content of Psychology.

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology.

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking and Communication Skills in Psychology.

Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology.

Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5: Values in Psychology.

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Goal 6: Information and Technological Literacy.

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Faculty

Dr. Phyllis Anastasio, Associate Professor

Social Psychology

B.A. Millersville State University, 1981

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B.A. Lawrence University

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Dr. Clare Conry-Murray, Assistant Professor

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M.Ed. Boston College, 1995

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Dr. Philip Schatz, Professor

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B.S. Pennsylvania State University, 1987
M.S. Drexel University, 1990
Ph.D. Drexel University, 1995

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Dr. Josephine Shih, Associate Professor

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B.S. University of Michigan, 1986
M.A. Hunter College, CUNY, 1990
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(For more information on faculty research interests and recent publications, view the psychology department website at: <http://psychology.sju.edu>.)

Staff

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Karl Platzer, Network Specialist

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Facilities

The Psychology Complex is located on all three floors of Post Hall. The Complex includes faculty offices, faculty laboratories, a computer lab (202 PH), teaching classrooms (203 and 204 PH), two laboratory classrooms (302 and 322 PH), and a conference room (305 PH).

Laboratory Facilities

In addition to state-of-the-art classrooms with a full range of technological capabilities, the Department houses a number of laboratories used in research:

Behavioral Pediatrics Lab (Mindell)	132 PH
Behavioral Neuroscience Lab (Becker)	303 PH
Child Development Lab (Conry-Murray)	133 PH
Clinical Psychology Lab (Shih)	201 PH
Cognitive Psychology Lab (Garrigan)	200 PH
Emotion Lab (Skolnick)	307 PH
Gender and Aging Lab (Murray)	315 PH
Learning Lab (Anderson)	300 PH
Neuropsychology Lab (Schatz)	309 PH
Psychoacoustics Lab (Leitner)	301 PH
Social Psychology Lab (Anastasio)	304 PH
Social Psychology Lab (Chapman)	131 PH

Animal Colony

The animal colony is located in 323 Post Hall. This state-of-the-art vivarium houses approximately 500 animals that are employed in the research projects conducted by faculty and graduate students, and by students taking part in the Physiological and Learning laboratory courses.

Academic Advising

It is the *student's* responsibility to understand and meet degree requirements. To assist in the process, all students are assigned a full-time faculty member as academic advisor at the beginning of their freshman year. This faculty member remains your advisor throughout your undergraduate studies.

You are encouraged to see your advisor regularly, and are required to see your advisor during your freshman year to obtain mid-term grade reports. In addition, you are required to meet with your advisor to review your proposed class schedule during pre-registration periods and to obtain your Personal Identification Number (PIN) for on-line pre-registration.

To facilitate the pre-registration process, come prepared with an up-to-date Course Completion Check-off Sheet (available at <http://psychology.sju.edu/resources.php>) and a list of potential courses and some alternative courses that will fit your proposed schedule.

If you should have any questions regarding advising processes or procedures, contact the Advising Coordinator for Psychology, Dr. Shih (225 Post Hall, jshih@sju.edu). For more detailed information on advising and advising resources, visit the CAS Advising Web Page: <http://www.sju.edu/academics/cas/dean/advising/index.html>

Department of Psychology Undergraduate Program of Study

Chair: Dr. Donald Leitner
(227 PH, dleitner@sju.edu)

This section of the Handbook provides information relevant to your undergraduate program of study. It includes a description of the laptop program, a summary of the General Education course requirements, a summary of course requirements for Psychology majors, a typical sequence of courses taken by majors during their four-year program of study, and a Course Completion Check-off Sheet to help you maintain a running tally of completed courses.

Laptop Program

The Psychology Department mandates that all incoming majors participate in the Laptop Program. This program requires that you purchase a laptop computer and word-processing software with power-point capabilities, and the SPSS statistical software. The SPSS statistical software will be used by students inside and outside of the classroom generally beginning in the second year in classes such as *Statistics* upper-level laboratory courses, and upper-level research seminar courses. Our newly renovated classroom facilities allow students to use their laptops in a wire-less environment. In addition, all dormitories, the Drexel Library, as well as other facilities on campus, are networked for computer access.

You can purchase your Apple laptop at an educational discount directly from the SJU Apple Campus Sales Center (<http://www.sju.edu/laptop/psychology>). You will be provided with technical support and training on this system. Walk-in, email, on-line, and phone technical support is available to students who purchase the recommended Apple laptop.

General Education Program (GEP)

The GEP is taken by all students at SJU and includes the Signature Courses that are the cornerstone to a Saint Joseph's University education. It also includes courses in the Liberal Arts (the Variable Core), courses that are designed to enhance your major (Integrative Learning), and “overlays” which are geared towards greater understanding of other cultures and ethics, as well as crafting and honing the student’s writing skills.

Signature Courses: (6 courses)

Jesuit Tradition Common Core

Philosophy 154 *Moral Foundations*

Theology 154 *Faith, Justice, and Catholic Tradition*

Cultural Legacy Common Core

English 102 *Texts and Contexts*

History 100 *Forging the Modern World*

Signature Variable Core

First Year Seminar (offered in different disciplines)

Faith and Reason course

Variable Core (6-10 courses)

English (Writing): (1) English 101 (*The Craft of Language*) or its equivalent AP credit is required of all students.

Fine Arts or Literature course: (1) One course is required. This can be a literature course in English or a foreign language, or an art course.

Mathematics (Beauty): (1) One “Beauty” course is required. Beauty courses expose the student to the beauty in Math, that underlies the principles of the world in which we live.

Natural Sciences: (1-2) One course with a laboratory, or two non-laboratory are required and may be taken from any of the natural sciences: Biology, chemistry, environmental science, or physics.

Non-native Language: (0-2) Depending upon the proficiency of a foreign language you demonstrate upon entering the university, you may take up to two courses in a foreign language of your choice. Those who are proficient in a foreign language will not be required to take a foreign language course; those who have some degree of proficiency will have to take one course, and those who enter at the beginning level will take two courses in a foreign language of their choice.

Social/Behavioral Science: (1) Every student will take a course in either Economics, Political Science, Psychology, or Sociology. For the Psychology major, this requirement is fulfilled by taking *Introduction to Psychology*.

Philosophy/Anthropology (1): One designated course in either discipline will count towards this requirement.

Theology (Religious Differences) (1): One course is required that explores the differences across religions.

Integrative Learning (IL) (3 courses)

Each major designates three courses outside of the major that will enhance learning and allow students to see connections between their major and other disciplines. The three IL courses for Psychology majors are:

A Social/Behavioral Science course not in Psychology

A Biology course (any Biology course except Bio 350)

Math 118 – Introduction to Statistics

Overlays

There are courses offered in many disciplines that will satisfy the “overlays.” That is, you may fulfill your Diversity/Globalization overlay by taking courses in any number of disciplines, including Psychology. The same is true for Ethics, and a Writing Intensive course.

Students may fulfill all three of the overlay requirements within the Psychology department (if they wish) by taking:

Diversity/Globalization/non-Western cultures: PSY 212 (*Multicultural Psychology*)

Ethics: PSY 236 (*Ethics in Psychology*)

Writing Intensive: PSY 210 (*Research Methods*)

Students may also elect to fulfill these overlays with other courses outside of the major.

Psychology Requirements

The following are a list of course requirements for the psychology major. Courses listed in **bold** are considered core courses and must be completed in the Day program (i.e., course section numbers of D01, D02, D03, etc.).

Psychology Breadth Requirement:

Introductory Psychology,	PSY 100 or PSY 101
Personality <u>or</u> Developmental Psychology	PSY 200 or PSY231
Biological Basis of Behavior	PSY 201
Multicultural Psychology	PSY 212
Natural Science-Based Psych Elective	PSY 220 to 229
Social Science-Based Psych Elective	PSY 230 to 239
Any Psychology Elective	PSY 220 to 239
Special Psychology Elective	PSY 205-208, 220-239, 250, 390-392

Psychology Research Sequence:

Research Methods	PSY 210
Statistics for the Social Sciences (Prerequisite: MAT 118)	PSY 211
Psychology Lab Requirement *	Psychology Lab Elective + Lab
Research Seminar(PSY491-494

*The 4 possible sequence for Lab and Seminar are:

1. PSY227 Cognitive Psychology + PSY320L Lab → PSY493 or PSY494
2. PSY221 Animal Learning and Behavior Lab + PSY321L Lab → PSY 493 or PSY494
3. PSY 230 Social Psychology + PSY330L Lab → PSY491 or PSY492
4. PSY 231 Developmental Psychology + PSY331L Lab → PSY491 or PSY492

Experiential Requirement: Finally, majors must satisfy an experiential course requirement. This requirement can be satisfied in a number of ways, and in some cases, with either psychology or non-psychology courses (see next page). Students must complete **one** of the following:

Internship	PSY 390/391
Independent Study	PSY 374/375
Independent Research	PSY 392/393
Service Learning	(Any course)
Study Abroad/Tour	(Any program/any course)
Directed Studies I	PSY 591

Free electives. In addition, Psychology majors have 7 - 10 **free electives** (depending upon how the Foreign Language, Social Sciences, and Experiential requirements are met). There are no restrictions on these elective courses other than ordinary prerequisites. Students may elect to take additional Psychology courses, or may utilize these electives to fulfill the requirements of a minor in another related discipline.

Experiential Opportunities

The program of study in Psychology requires that you complete one experiential course. The following provides an indication of how this requirement might be satisfied within the major.

Students who have completed four regular semesters with an overall quality point average of 3.0 or higher (or a cumulative average of 3.4 or higher in Psychology courses) may, with the approval of the Chair and permission of the instructor, register for upper-division courses in Psychology to be taken in an Independent Study, Directed Readings, Independent Research, or Internship format.

Independent Study (PSY 374/375): The content of the Independent Study is negotiated between student and faculty mentor. The content cannot be that of an existing course in the curriculum unless that course will not be offered during the time that the student completes his or her program of study.

Independent Research (PSY 392/393): Students are responsible for designing and conducting an original research project under the direction of a faculty mentor.

Internship (PSY 390/391): Internship entails spending eight hours each week in a supervised field experience. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional, and industrial facilities. Site locations of recent internships have included the following:

Fox Chase Cancer Center
North Light Community Center
Delaware County DA Office
Overbrook School for the Blind
Center for Autistic Children
Saunders House
HERS Foundation

Women Organized Against Rape
Center for the Treatment of Anxiety
Inglis House
Children's Hospital of Pennsylvania
Alliance for Psychoanalytic Thought
Comcast-Spectator
Elwyn

Dr. Phyllis Anastasio (Post Hall 221, panastas@sju.edu) oversees the internship course for the psychology department.

Service-Learning courses combine traditional academic coursework with community-based service experience, consistent with the Jesuit tradition and mission of SJU. Students spend three hours per week in service at specified sites relevant to coursework. Over 15 departments/programs offer periodic service-learning courses, including psychology. These courses are highlighted in the course schedules prepared by the Registrar.

Study tours are designed to provide students with a brief immersion experience relevant to coursework. These courses are highlighted in course schedules.

Study abroad opportunities are made available through the Center for International Programs. Currently, SJU students have opportunities to study at 24 locations in 13 countries. For more information, see <http://www.sju.edu/cip/studyabroad> or contact the study abroad office at cip@sju.edu, or ext. 1835.

Clinical Psychology Concentration

The Department of Psychology offers a clinical concentration of courses in support of those Saint Joseph's Psychology majors who are interested in pursuing careers in clinical psychology, counseling psychology, and related mental health fields. Psychology majors are eligible to take an additional sequencing of courses to gain greater understanding of the field of clinical psychology. The goals of the clinical concentration are:

1. To ensure that students take additional courses that graduate programs in clinical psychology require (e.g., Developmental Psychology and Abnormal Psychology).
2. To help students better understand the field of clinical psychology and to make informed choices on fit with various types of graduate programs (e.g., social work vs. clinical psychology vs. health psychology) and the type of theoretical orientation the various types of programs provide (e.g., psychodynamic, cognitive-behavioral, socio-cultural).
3. To encourage students to gain some exposure to the clinical psychology profession (e.g., to the tasks clinicians perform and/or to special populations they work with).

Completion of all 6 courses listed below is required to earn the designation of "Clinical Concentration" on your transcript (note: courses with * can double-count towards the psychology major requirements).

1. PSY 200* Personality Psychology
2. PSY 231* Developmental Psychology
3. PSY232 Abnormal Psychology (pre-requisite for PSY300 and PSY301)
4. PSY300 Clinical Psychology
5. PSY301 Psychological Assessment
6. PSY390* Internship

Assessing Progress Towards Graduation

All of the above requirements are programmed into DegreeWorks which is a graduation audit program available to you via The Nest web portal. The program is versatile in letting you know how many courses you have taken to date (you need 40 total to graduate) and your progress is completing various requirements (GEP, PSY, Clinical Concentration, minors).

It also offers a "What If" functioning for you to see how your requirements might change should you decide to add a minor or double major. Simply click on "What If" then select the new combination of programs and click "Process What-If".

Honors and Departmental Honors

Honors Program: Faculty of the Department of Psychology encourage students to participate in the University's Honors program. This program is designed to give students the opportunity for an enriched academic experience. Honors courses are available to satisfy general education requirements and upper division electives in many majors. *General Honors* is awarded students with a GPA of 3.5 or higher who have completed eight Honors courses at the time of graduation.

Most students join the Honors program as incoming freshmen or are invited to join the program during their freshman year if they achieve a GPA of 3.5 or higher their first semester at SJU. If you have not been identified by this program but feel you qualify, contact the Director of the Honors program.

Honors students in the major may upgrade two upper level psychology courses into honors courses. A contract is negotiated between the student and faculty member teaching the course on what additional work is to be required for honors credit.

Departmental Honors: Departmental Honors is awarded students who complete a year-long independent research or independent study project at the honors level in their major department. The research project is mentored by a faculty member in the Department of Psychology. This level of honors is open to *all* students, not just those pursuing General Honors, and is administered by the Honors Program. Students must file the appropriate paperwork with the Honors Director.

University Scholar: University Scholar honors is awarded students who complete a research project of unusual breadth and depth. This project is mentored by a faculty member in the Department of Psychology. This honor is open to all students and is administered by the Honors Program. Interested students must file appropriate paperwork with the Honors Director.

For more detailed information on any of the above, along with appropriate procedures, deadlines, and forms, visit <http://www.sju.edu/honors>.

Minor in a Related Discipline

Students may choose a minor in addition to their major. In order to minor in an area outside of Psychology, the student must take **six** courses in the minor area. A list of minor programs and their requirements is available at:

<http://www.sju.edu/int/academics/centers/casadvising/majors/index.html>

Students must formally declare their minor no later than the 7th semester. Forms are available through the Registrar's Office and on-line at:

<http://www.sju.edu/resources/registrar/formrequest.html>

Minor in Psychology

Completing a minor requires six courses in Psychology:

1. Introduction to Psychology (PSY 100 or PSY 101)
2. Personality (PSY 200)
3. Biological Bases of Behavior (PSY 201)
4. Three additional psychology courses from any combination of the following:
 - a. PSY 120-124
 - b. PSY 212
 - c. PSY 220-227 (note: PSY 201 is a pre-req)
 - d. PSY 230-237 (note: PSY 200 is a pre-req)

The academic advisor for minors is the departmental Advising Coordinator, Dr. Josephine Shih (225 Post Hall, jshih@sju.edu). She has standing majors/minor office hours on Mondays from 4-5pm when classes are in session.

FIVE-YEAR B.S./M.S. DEGREE

Director: Dr. Jodi Mindell

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The M.S. in Psychology is designed to provide students with a solid grounding in the scientific study of psychology. Students may concentrate in the fields of animal learning, behavioral neuroscience, abnormal psychology, developmental psychology, health psychology, learning and memory, neuropsychology, or social psychology. Regardless of the particular concentration chosen, students will gain a firm foundation in the scientific method and the skills with which to pursue the scientific study of psychological questions. The M.S. requires successful completion of a traditional 48 credit hour curriculum, a qualifying comprehensive examination, and an empirical thesis project. Equal emphasis is placed on course work and empirical research. Graduates are prepared to secure positions in many areas of research, pursue further studies in doctoral programs, or enter the workplace.

The Psychology Department offers a combined B.S./M.S. program in psychology designed for completion over five academic years. This is a highly competitive program. Undergraduate psychology majors apply for the program during the spring semester, junior year. Applications are due March 1st. Applicants are asked to submit a complete undergraduate transcript, two letters of recommendation, and an essay describing their interests and goals in pursuing graduate education in psychology.

The program is designed for successful completion over two academic years, with five-year students beginning graduate studies their senior year. The program of study is as follows:

First Year

Fall Semester

PSY 551 (Adv. Stats/Research Methods)
PSY 610 - 658 (Content course)
PSY 591 (Directed Studies I)

Spring Semester

PSY 552 (Adv. Stat. II)
PSY 610 - 658 (Content course)
PSY 592 (Directed Studies II)

Second Year

Fall Semester

PSY 610 - 658 (Content course)
PSY 610 - 658 (Content course)
PSY 691 (Master's Thesis I)

Spring Semester

PSY 610 - 658 (Content course)
PSY 610 - 658 (Content course)
PSY 692 (Master's Thesis II)

If you are planning on applying to the B.S./M.S. program, it is important that you plan ahead in terms of undergraduate coursework. Interested students should use the same **Course Completion Check-off Sheet** and save 5 free electives and 1 psychology elective towards the 5-year BS/MS program requirements. For more detailed information and application materials, visit <http://psychology.sju.edu>.

Academic Honesty

The department faculty take seriously the issue of academic honesty. Please familiarize yourself with the most recent statement on academic honesty found in the university catalogue. Violations of this policy will result in harsh repercussions.

Because students come to us with little experience writing research documents, the department faculty have prepared a handout to assist students in avoiding plagiarism. This handout is duplicated below and should be used as a guide for *any* papers you write.

Department of Psychology Referencing Handout

This document is not meant to replace the Saint Joseph's University policy on Academic Honesty. The information provided below is meant to be a resource for students to help them strengthen their writing skills and avoid any type of academic dishonesty when using information from other sources. The information provided below has been reviewed and adopted from the following sources:

<http://www.sju.edu/libraries/drexel/plagiarism/>
http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.oswego.edu/%7Epsychol/plagiarism.htm>
http://www.deakin.edu.au/studentlife/academic_skills/undergraduate/handouts/plagiarism.php

Plagiarism

What is Plagiarism?

Plagiarism is using another's words, ideas, or artistic creations and presenting them as one's own. Plagiarism occurs when a writer uses someone else's words or ideas without proper acknowledgement. Plagiarism may be intentional or unintentional. Unintentional plagiarism usually arises from an incomplete understanding of referencing.

Types of Plagiarism

1. Outright copying

Examples: Submitting another student's work as your own.
Submitting a paper downloaded from an Internet site.
Hiring someone to write your paper.

2. Using a person's written or spoken words without setting them off in quotation marks and properly acknowledging the source in a footnote or endnote.

Example: That which we call a rose by any other name would smell as sweet.
Incorrect! --- No quotation marks or acknowledgement

Example: "That which we call a rose by any other name would smell as sweet."
(Shakespeare, 1591)

Correct! --- Quotation marks surround the phrase and a reference shows the author.
(The reference section will then have the full citation to the source, William Shakespeare's *Romeo and Juliet*.)

3. Paraphrasing another's words or ideas without properly acknowledging the source in a reference (both following the sentence and in the reference section).

Original source:

"The results suggest that other high-risk behaviors, such as using marijuana, drinking heavily, and having multiple sex partners, are the strongest correlates of smoking status among this population. Other characteristics of a hedonistic lifestyle were also predictive, such as endorsement of parties as important and participation in leisure activities."

Reference:

Emmons, W.D., Wechsler, H., Dowdall, G., & Abraham, M. (1998). Predictors of smoking among US college students. *American Journal Of Public Health*, 88 (1), 104-107.

Plagiarized paraphrase: (Although the text in the paraphrase is valid, there is no source acknowledgement.)

Studies indicate that there is a correlation between smoking in college students and engaging in other high-risk behaviors. For example, students who smoked were more likely to drink, party, and have many sexual partners.

Valid paraphrase: (The reference section must also have the full citation to the source as shown above.)

The findings of Emmons, Wechsler, Dowdall, and Abraham (1998) indicate that there is a correlation between smoking in college students and engaging in other high-risk behaviors. For example, students who smoked were more likely to drink, party, and have many sexual partners.

4. Paraphrasing another's words or ideas in the text that is too similar to the original.

Paraphrasing means taking another person's ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing.

Suggestion: Carefully read the material you wish to paraphrase. Then close the book and write a summary of the material. You may wish to check the accuracy of your summary, but do not revise it by then using the author's words. By not looking at the source while you paraphrase it, you avoid the temptation of retaining too much of its sentence structure and vocabulary. If an author uses a particularly apt phrase, put that in quotation marks.

Original source:

"The results suggest that other high-risk behaviors, such as using marijuana, drinking heavily, and having multiple sex partners, are the strongest correlates of smoking status

among this population. Other characteristics of a hedonistic lifestyle were also predictive, such as endorsement of parties as important and participation in leisure activities."

Reference:

Emmons, W.D., Wechsler, H., Dowdall, G., & Abraham, M. (1998). Predictors of smoking among US college students. *American Journal Of Public Health*, 88 (1), 104-107.

Plagiarized paraphrase: (Although there is source acknowledgement, the paraphrase parallels the original too closely.)

The results show that some high-risk behaviors, such as smoking pot, drinking too much and being promiscuous are strong correlates of smoking incidence among this group. It was also predictive to look at other factors of a hedonistic lifestyle, such as promoting parties and participating in leisure activities (Emmons, Wechsler, Dowdall, & Abraham, 1998).

Valid paraphrase: (The reference section must also have the full citation to the source as shown above.)

The findings of Emmons, Wechsler, Dowdall, and Abraham (1998) indicate that there is a correlation between smoking in college students and engaging in other high-risk behaviors. For example, students who smoked were more likely to drink, party, and have many sexual partners.

Primary vs. Secondary Sources

You should only summarize and reference materials that you have read for yourself. Articles or books that you read yourself are referred to as **primary sources**. On the other hand, material that is cited by the author of a primary source is called a **secondary source**. It is inappropriate to paraphrase from the article that you read and simply make reference to the works that were cited. You must indicate both the secondary source and the primary source of all the information that you are paraphrasing.

Original source:

"A variety of optical devices were used in the early studies to induce radical optical changes, for example, inverting and left-right reversing the retinal image. The early researchers assumed that adult adaptability to such rearrangements would shed light on the degree to which perceptual development and perceptual-motor development depended on experience (e. g. , Kohler, 1955; Snyder & Pronko, 1952; Stratton, 1896)."

From:

Rieser, J. J., Pick, H. L., JR., Ashmead, D. H., & Garing, A. E. (1995). The calibration of human locomotion and models of perceptual-motor organization. *Journal of Experimental Psychology: Human Perception and Performance*, 21, 480-497.

Inappropriate paraphrasing: (Although the text in the paraphrase is valid, you only read Rieser, Pick, Ashmead, & Garing, 1995)

Previous research attempted to study the role of experience and adaptation in perceptual development and perceptual-motor development using optical devices to

make large changes to retinal images (e.g., Kohler, 1955; Snyder & Pronko, 1952; Stratton, 1896).

Valid paraphrasing:

Previous research attempted to study the role of experience and adaptation in perceptual development and perceptual-motor development using optical devices to make large changes to retinal images (e.g., Kohler, 1955; Snyder & Pronko, 1952; Stratton, 1896 as cited in Rieser, Pick, Ashmead, & Garing, 1995).

Note: Every effort should be made to obtain the original first source material so that you can read it and come to your own conclusions. “As cited in” should be used sparingly. The Reference list would only contain the Reiser, Pick, Ashmead, & Garing, 1995 entry.

Common Knowledge

Common knowledge does not usually need to be referenced. Generally, something is considered common knowledge if it meets any of the criteria below:

1. You find the same information undocumented in at least five other sources.
2. You think it is information that your readers will already know.
3. You think a person could easily find the information with general reference sources.

When to Cite Sources

You need to cite your source, even if:

- you put all direct quotes in quotation marks
- you changed the words used by the author into synonyms
- you completely paraphrased the ideas to which you referred
- your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas
- you mention the author's name in the sentence

Resources

Psychology Department

Moore Psychology Club. The Moore Psychology Club is a departmental social organization for Psychology Majors and Minors. Regularly scheduled meetings and special events occur throughout the academic year. Some recent activities include movies nights (e.g., *Memento*, *A Beautiful Mind*, *Eternal Sunshine of the Spotless Mind*) and field trips to some of Philadelphia's interesting and unique institutions (such as The Mutter Museum and the Eastern State Penitentiary). In addition to the events, the Psychology Club also runs a freshmen mentoring program in which upperclass Psychology majors are assigned to freshmen majors who desire a mentor. All interesting Psychology majors and minors are invited to participate in club events and activities.

Advisor: Dr. Alex Skolnick (219 PH, askolnic@sju.edu)

Saint Joseph's Chapter of Psi Chi. Psi Chi, the National Honor Society in Psychology, was founded in 1929. It is an Affiliate of the American Psychological Association and a Member of the Association of College Honor Societies. The purpose of Psi Chi is to recognize the outstanding academic achievement of its members and to encourage, stimulate, and maintain that scholarship, and advance the science of Psychology. Psi Chi offers programs to stimulate professional growth and augment the regular curriculum. Members have the opportunity to interact with other chapter members through a variety of programs offered by the national organization, including national and regional conventions. Students who have completed 60 credit hours and who have a GPA of 3.0 or higher average are invited to join.

Advisor: Dr. Elizabeth Becker (220 PH, ebecker@sju.edu)

The I. Ralph Hyatt Lecture Series. The annual I. Ralph Hyatt Lecture Series recognizes Professor Hyatt's outstanding leadership in the Psychology Department and to the University for over a quarter century. Each year this series brings to campus a nationally known psychologist who shares his or her research with faculty, staff, and students. Past presenters in the series have included:

Dr. Martha Farah (*21st Century Neuroscience: From Lab and Clinic to Home, School, and Office*)

Dr. Barry Schwartz (*Choices and decision making*)

Dr. Janet Shibley Hyde (*Gender differences and similarities*)

Dr. Sheldon Cohen (*Stress and the common cold*)

Dr. Sheldon Freud, (*Stress reactions to disasters*)

Dr. Robert Rescorla (*Learning, conditioning, and punishment*)

Dr. Myma Schwartz (*Cognitive deficits in speech disorders*)

Dr. Linda Acredolo (*Use of sign language in pre-verbal infants*)

Dr. Henry Gleitman (*Future directions of the science of psychology*)

University Resources

Career Development Center. The Career Development Center (610-660-3100), located on the first floor of Overbrook Hall, provides life-long services to SJU students related to career planning, information, programs, and counseling. Available programs are many and include individual career counseling, career exploration workshops, vocational interest testing, and job search assistance. Additional information on available services and resources can be found at <http://www.sju.edu/careers>.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) is located at Suite A504 Merion Gardens (610-660-1090), provides personal counseling and consultative services on a confidential basis for students in need. The staff is experienced in providing assistance for a wide range of concerns.

Learning Resource Center. The LRC (610-660-1775), found in room 302 Science Center, provides academic counseling, tutoring, and study skill development programs for all students. Tutoring and study skills assistance take place on an individual level or small group level. Study skills assessment and workshops on learning strategies are available throughout the academic year. For more information, see <http://www.sju.edu/lrc>.

Services for Students with Learning/Physical/Psychiatric Disabilities. This office (113 Science Center) coordinates support services and makes academic recommendations based on the needs of the student's who have appropriate documentation. If you have questions about reasonable academic adjustments or eligibility for services, contact this office (610-660-1774/1620).

Office of Multicultural Life. The Office of Multicultural Life (212 Campion, 610-660-1141) provides a support base for, and is responsible for activities and programs that promote an appreciation and understanding of the cultures and heritages of underrepresented populations at SJU.

Writing Center. The Writing Center (162 Merion Hall) is open to all students seeking assistance with their writing skills. Peer tutors are available to discuss prewriting strategies, topic selection, draft revision, and editing.

Drexel Library. The library has an extensive collection that is supplemented electronically with additional titles, databases (many of which provide full text of journal articles) and interlibrary loan services for materials not in the library's holdings. Librarians are available for consultation and assistance with database searches appropriate to the discipline and should be considered a primary resource for all students. For information on all services provided, visit <http://www.sju.edu/libraries/drexel/>.

Professional Organizations

There are a number of professional organizations in the field of psychology. Many of our students attend and present scholarly research at these meetings.

American Psychological Association. The American Psychological Association (APA) is an international organization of psychologists. APA publishes a number of journals across specialty areas within the field of psychology. The annual meeting and convention of the APA is held in August of each year. Student membership is available. Applications can be found at: <http://www.apa.org>.

Association for Psychological Science. The Association for Psychological Science (APS), established in 1988, is an international organization devoted to the interests of academic scientists and psychologists in industry and education. The annual meeting and convention of the APS is held in June of each year. Student membership is available. Applications can be found at: <http://www.psychologicalscience.org>.

Eastern Psychological Association. The Eastern Psychological Association is a regional division of the American Psychological Association. The annual meeting and convention is held in the spring of each year. Undergraduate student membership is unavailable, but students may participate through presentation of scholarly works at the annual meeting. Student membership applications can be found at: <http://www.easternpsychological.org>.

Association for Behavioral and Cognitive therapies. The Association for Behavioral and Cognitive Therapies is a national professional interdisciplinary organization of scientists interested concerned with the application of behavioral and cognitive sciences to understanding human behavior, developing interventions to enhance the human condition, and promoting the appropriate utilization of these interventions. The Association promotes behavioral and cognitive approaches to the study human behaviors and the development and dissemination of empirically supported psychological interventions. The annual convention usually takes place in mid-November. Student membership is welcomed. The Association's website can be found at: www.abct.org.

The Psychonomic Society. The Psychonomic Society promotes the communication of scientific research in psychology and allied sciences. Its members are qualified to conduct and supervise scientific research, must hold the Ph. D. degree or equivalent, and must have published significant research other than the doctoral dissertation. Society membership, including associate members, is now around 2,500. The main function of the Society is to exchange information among scientists. To this end, it publishes six journals. A meeting for the presentation of scientific papers is held annually, usually in November. Approximately 1,500–1,700 attend the meetings, and about 700–800 papers and posters are presented. The website for the Society can be found at: <http://www.psychonomic.org>.

The Society for Neuroscience. The Society for Neuroscience is a nonprofit membership organization of basic scientists and physicians who study the brain and nervous system. Neuroscience includes the study of brain development, sensation and perception, learning and memory, movement, sleep, stress, aging and neurological and psychiatric disorders. It also includes the molecules, cells and genes responsible for nervous system functioning. Recognizing the tremendous potential for the study of the brain and nervous system as a separate field, the Society was formed in 1970. It has grown from 500 members to more than 36,000 and is the world's largest organization of scientists devoted to the study of the brain. The Society's primary goal is to promote the exchange of information among researchers. For this purpose, the Society publishes the scholarly journal *The Journal of Neuroscience* and holds an annual meeting each fall, attracting attendees from around the globe. The Society is also devoted to education about the latest advances in brain research and the need to make neuroscience research a funding priority. The Society works closely with other scientific societies, disease advocacy organizations, and the National Institutes of Health. It relies on its 111 local chapters for grassroots representation of the neuroscience community. SfN chapters across North America hold scientific lectures and other activities for the educational advancement of local neuroscience communities. The Society also produces a variety of other publications. The website for the Society can be found at: <http://apu.sfn.org>.

Other discipline-specific organizations are linked from the Psychology Department's web page: <http://psychology.sju.edu>.

What Can I Do With an Undergraduate Degree in Psychology?

There is much information available on what one can do with a bachelor's degree, or in particular, a bachelor's degree in psychology. Consider checking the following websites for more detailed information:

<http://www.psychology.org/links/Career/>

<http://www.apa.org/education/undergrad/psych-career.aspx#a>

The skills and knowledge gained in an undergraduate education makes one marketable for a variety of employment settings at the entry-level. Most psychology departments share common learning goals for undergraduates (McGovern et al., 1991) which include strong thinking skills, information gathering skills, communication skills, research gathering and interpretation skills, and an emphasis on values and ethics in relating to others. These skills are attractive to a variety of potential employers. Students with training in psychology can work in educational, management, government, healthcare and social services settings. Particular jobs appropriate to a degree in psychology include, but are not limited to: behavioral analyst, career counselor, corrections officer, day care center supervisor, employment counselor, housing/student life coordinator, mental health technician, probation officer, program manager, public relations specialist, publications researcher, radio/TV research assistant, residential counselor, secondary school teacher, social services assistant, social work assistant, veterans advisor (Landrum, 2001). Regardless of your interests, an undergraduate degree in psychology from a liberal arts institution will provide you with adequate preparation for employment in a variety of job settings.

Take courses that interest you and involve yourself in activities, clubs, and volunteer positions that might help you decide what you would like to. Avail yourself of opportunities for field experience, and attempt to secure summer employment or part-time work that would expose you to different settings and give you practical experience that is not only attractive to potential employers, but may lead to employment opportunities upon graduation.

Consider a major-minor combination that provides you with courses related to your vocational interests and that will make you more marketable in a particular field. Talk to an advisor in Career Development about ways to increase the attractiveness of your degree through course work and practical experience.

Landrum, R. E. (2001). I'm getting my bachelor's degree in psychology – What can I do with it? *Eye on Psi Chi*, 6(1), 22-24.

McGovern, T. V., Furumoto, L., Halpern, D. F., Kimble, G. A., & McKeachie, W. J. (1991). Liberal education, study in depth, and the arts and sciences major – Psychology. *American Psychologist*, 46, 598-605.

Graduate School

In order to call oneself a 'psychologist' or work directly in the field, one must have an advanced degree in psychology, either at the master's or doctoral level. Students completing the B.S. at SJU are prepared for graduate study in psychology across a broad range of specialty areas.

If you are interested in pursuing an advanced degree, you must plan ahead. Take a variety of courses in the discipline to determine where your interests lie, and talk to your professors about their specialty areas and the research that they do. The APA publishes guides that are helpful in this process: *Graduate Study in Psychology and Associated Fields* provides information on more than 600 programs of study and requirements for admission. *Preparing for Graduate Study in Psychology: Not for Seniors Only* provides more general advice on the decision and application process. Peterson's *Annual Guide to Graduate Study* is another helpful resource, and all of these resources are available in the Career Development Center. It is important that you apply to graduate programs that match your interests, and it is advisable that you apply to more than one program. Some programs are more difficult to get into than others, but there are many excellent opportunities for highly-motivated students.

Regardless of the type of graduate program you may be interested in, it is important to start building your credentials now. Maintain a strong academic record with a challenging curriculum, pursue activities beyond basic coursework (e.g., internships, independent research), and build on your oral and written communication skills, computer skills, and laboratory skills.

It is also important to begin the actual application process early on. The department offers a workshop on this process each semester, so watch for announcements. The following is a time-line to the essentials of applying to graduate school, regardless of specialty area:

February, Junior Year to September, Senior Year:

- Register for the GRE General Test (<http://www.gre.org>).
- Make a list of potential schools with programs in your area of interest.
- Write for catalogues and applications.

September, Senior Year:

- Register for the Advanced GRE test in Psychology.
- Register for the MAT (if required by any schools).

September to January, Senior Year:

- Ask faculty if they are willing to write letters of recommendation.
- Complete all applications and submit them.

November to February, Senior Year:

- Contact schools to see if materials arrived.

February to June, Senior Year:

- When accepted, send your decision letter and notify all other schools of your decision.

Letters of Recommendation

The processes of **applying to graduate school** will require letters of recommendation from faculty. Do not assume that a particular faculty member will be willing to write letters for you. Choose faculty members whose courses you have taken and are apt to know you and your work best, and *ask* if they are willing to write recommendations. You should realize that most faculty members will find it difficult to write a strong letter of recommendation if you did not earn an above average grade in his or her class. Here is a list of considerations when asking a faculty member to write recommendation letters for you:

1. Be sure to make your request and provide relevant information to the faculty member at least **three to four weeks** before the deadline for application to each school.
2. Prepare of list of schools for each faculty member with corresponding information for each school:
 - The specific program you are applying to at that school
 - The application deadline of that school
 - Is there a required recommendation form to fill out for that school?
 - Is the letter to be sent directly to the school or returned to you?
3. Fill in all the relevant information on the recommendation form (including the faculty member's name and school address/phone number).
4. Package your information *by school*, with appropriate forms, and with addressed and stamped envelopes for those letters that the faculty member should send directly to schools.
5. Provide a summary of your coursework, highlighting courses taken from the faculty member writing the letters. Include information on research, internships, extracurricular activities, accomplishments, awards, and service activities, particularly those that the faculty member would not be aware of.
6. Set a day and time that you will return for any letters that are not to be mailed directly by the faculty member.

If you are not applying to graduate school, but **seeking employment**, many times you are asked to list a referee/recommender on the application form. Again, do not assume that faculty members would be willing to serve as referees in this process. Ask the faculty member if he or she would be willing to be contacted by potential employers before listing his or her name on the application form. If the faculty member agrees, provide a summary (as in #5 above) to help the faculty member prepare for the contact.