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Handbook for Psychology Majors and Minors

**Department of Psychology
Denison University
2009-2010**

Psychology, broadly defined, is the science that involves the study of physiological, behavioral, and mental processes in humans and animals. Psychology has several interrelated facets, being a scholarly discipline, a scientific field of study, and an applied profession.

As a scholarly discipline, psychology represents a major field of study in academic settings. The primary goal of the Department of Psychology at Denison University is to teach students the significant concepts, theories, research findings, and methodological approaches of contemporary psychology.

As a scientific field of study, psychology entails the investigation of human and animal phenomena, principally by examining the factors that affect psychological processes. The psychology faculty at Denison is actively involved in exploring various aspects of human and animal functioning through their own research, and an important component of a student's training at Denison is direct involvement in psychological research.

As an applied profession, psychology involves the application of knowledge, skills, and techniques to the prevention and solution of individual and social problems. Applied psychologists may work in clinical, counseling, educational, industrial, or social settings.

Few psychologists are exclusively teachers, researchers, or practitioners; most combine these roles. Thus, a psychologist may be primarily a teacher, yet engage in research and provide services as a part of his or her regular activities. Likewise, a psychologist may work chiefly in clinical or counseling settings, and at the same time teach and do research occasionally.

Psychology is a diverse field, and for this reason the Department of Psychology at Denison offers a wide range of courses in order to meet the diversity of students' needs. With this variety of course offerings, students have the opportunity to choose those courses that best serve their interests and career goals. At the same time this range of choices places upon students responsibility to plan coursework carefully, in consultation with their academic adviser. This handbook was prepared to inform students about departmental requirements, course and research opportunities, and guidelines for planning a career in psychology. All psychology majors and minors are urged to refer to this handbook during registration and at other times when making decisions regarding course selection. Students are responsible for knowing the information contained in this handbook.

Department of Psychology's Webpage

Our department's homepage, located at <http://www.denison.edu/psych/>, contains more information on Psychology at Denison and opportunities for all psychology students, majors, and minors. There are many interesting and useful links to other psychology resources. Students can use these links to access information on psychology-related careers, graduate programs in psychology and related areas, tips on

applying to graduate school, as well as research and internship opportunities. In addition, students can join discussion lists, find tips on writing research reports and links to top journals in the field, and they can gain access to a variety of other important resources.

The Major in Psychology

Students may obtain either a Bachelor of Arts degree (B.A.) or a Bachelor of Science degree (B.S.) in psychology at Denison University. The first priority for all majors, however, should be to obtain a firm foundation in the basic topical areas of psychology and in research methodologies. For this reason, psychology majors are urged to select a broad range of courses in addition to those offerings that are particularly relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in psychology at Denison are relatively flexible in order to provide students with the opportunity to select those courses and experiences that best complement their personal goals. At the same time, the flexibility of these requirements requires that psychology majors work closely with their academic advisors to develop an appropriate plan of study.

When planning their program of study in psychology, students should keep in mind that not all psychology courses are offered every semester. Some are offered only once a year, and others only once every two years. Consult your faculty advisor regarding particular courses if a question arises.

It is important that students also keep four points in mind when fulfilling of the major requirements. First, a passing grade must be attained in all required courses. Second, the student must have a cumulative G.P.A. of at least 2.0 in the major to graduate. Third, Directed Study (PSYC 361-362), Independent Research (PSYC 363-364) Senior Research (PSYC 451-452), and Honors Research (PSYC 461-462) ordinarily will not count toward the hours needed for the major. Fourth, for students earning a B.A. degree, *no more than 56 hours of Psychology courses may count toward the 127 credit hours* required for graduation. Credits in excess of this will not count toward the degree.

Choosing the B.A. versus B.S. degree in Psychology

The major difference between the B.A. and the B.S. degree in psychology is that the B.S. is more research-oriented. It requires the student to take courses in statistics, additional science disciplines, as well as an additional topical/research course combination.

The degree you choose to pursue depends entirely on your own interests and career goals. In one sense, the actual degree obtained is immaterial; neither one is “better” than the other. Most employers and graduate schools are more interested in the specific courses that you have taken (and how well you did in those courses) than in your particular bachelor’s degree. Although research-oriented course work is especially recommended for those students who are considering graduate training in psychology or in other sciences, most psychology graduate schools express no clear preference for students with a B.A. versus a B.S. In fact, most undergraduate institutions across the country offer only a B.A. degree. It should be noted, however, that psychology graduate schools often expect students to have had course work in statistics.

In short, your choice of the B.A. or B.S. curriculum should be determined by your interests in psychology, your goals with respect to a future career in science, and the demands from other aspects of your academic studies.

Requirements for the B. A. Degree

The B.A. in Psychology requires **38 semester hours** of credit in Psychology. Required courses for the B.A. include:

a. Introduction to Psychology (PSYC 100); 4 credit hours

(Note: HNRS 142 (Biosocial Dimension of Behavior), meets this requirement. PSYC 199 (transfer college credit), or a 4 or 5 on the AP Psychology exam can be used to waive this requirement. PSYC 199 and AP credit do **NOT** fulfill a Y GE and do **NOT** count toward the credit hours for the major (See Note Below). If a student with PSYC 199 or AP credit elects to take PSYC 100, they will forfeit their PSYC 199 credit hours).

b. Research Methods in Psychology (PSYC 200); 4 credit hours

c. Two Psychology Topical/Research Courses Combinations; 14 credit hours

(Note: Research courses must be taken concurrently with their corresponding topical courses. The **FIRST** research course taken must be a 200-level course; the **SECOND** research course taken must be at the 300-level. 200 and 300 level research courses cannot be taken concurrently. PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the topical/research course combinations are listed below:

200-level Topical (4 credit hours) and Research Course (3 credit hours) Options

- Development in Infancy & Childhood (PSYC 210) and Research in Development in Infancy & Childhood (PSYC 211)
- Adult Development & Aging (PSYC 215) and Research in Adult Development & Aging (PSYC 216)
- Social Psychology (PSYC 220) and Research in Social Psychology (PSYC 221)
- Environmental Psychology (PSYC 225) and Research in Environmental Psychology (PSYC 226)
- Organizational Psychology (PSYC 230) and Research in Organizational Psychology (PSYC 231)
- Theories of Personality (PSYC 240) and Research in Personality Psychology (PSYC 241)
- Adolescence (PSYC 245) and Research in Adolescence (PSYC 246)
- Abnormal Psychology (PSYC 250) and Research in Abnormal Psychology (PSYC 251)

300-level Topical (4 credit hours) and Research Course (3 credit hours) Options

- Psychology of Learning (PSYC 310) and Research in Psychology of Learning (PSYC 311)
- Cognitive Psychology (PSYC 330) and Research in Cognitive Psychology (PSYC 331)
- Sensation & Perception (PSYC 340) and Research in Sensation & Perception (PSYC 341)
- Biological Psychology (PSYC 350) and Research in Biological Psychology (PSYC 351)

d. Psychology Electives; 8 credit hours

(Note: Electives can be taken at the 200, 300, or 400 level. Normally, Directed Studies (PSYC 361-362), Independent Studies (PSYC 363-364), Senior Research (PSYC 451-452), and Honors Research ((PSYC 461-462) do not count toward the 27-hour minimum requirement. Credit hours earned from one approved study abroad course can count toward these 8 hours of elective credits.)

e. One 300-level Junior/Senior Seminar; 4 credit hours

f. History and Systems of Psychology (PSYC 410); 4 credit hours

Note: Students that waive the PSYC 100 requirement with AP or PSYC 199 credit will need to complete one additional PSYC elective (4 credit hours) to meet the 38 credit hours required for the BA degree.

Requirements for the B. S. Degree

The **B.S.** in Psychology requires **41 semester hours** of credit in Psychology and **16 semester hours** of credit in cognate courses from other Natural Sciences, Mathematics and/or Computer Science departments. Required courses for the B.S. include:

a. Introduction to Psychology (PSYC 100); 4 credit hours

(Note: HNRS 142 (Biosocial Dimension of Behavior), meets this requirement. PSYC 199 (transfer college credit), or a 4 or 5 on the AP Psychology exam can be used to waive this requirement. PSYC 199 and AP credit do **NOT** fulfill a Y GE and do **NOT** count toward the credit hours for the major (See Note Below). If a student with PSYC 199 or AP credit elects to take PSYC 100, they will forfeit their PSYC 199 credit hours).

b. Research Methods in Psychology (PSYC 200); 4 credit hours

c. Three Psychology Topical/Research Courses Combinations; 21 credit hours

(Note: Research courses must be taken concurrently with their corresponding topical courses. The **FIRST** research course taken must be a 200-level course; the **SECOND** and **THIRD** research courses taken must be at the 300-level.

200 and 300 level research courses cannot be taken concurrently. PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the topical/research course combinations are listed under the B.A. degree.

d. Statistics for the Behavioral Sciences; 4 credit hours

(Note: This course is required for Senior Research. This course cannot be taken concurrently with MATH 102, nor can MATH 102 be taken after completing this course. Students who have already taken both MATH 242 and PSYC 200 will **NOT** earn credit toward graduation for this course.)

e. One 300-level Junior/Senior Seminar; 4 credit hours

f. History and Systems of Psychology (PSYC 410); 4 credit hours

g. Four cognate courses in other Natural Sciences, MATH and/or CS Depts.; 16 credit hours

(Note: This can be accomplished by taking 2 courses in each of two different departments or all 4 courses from the same department. Only courses that count toward the major requirements in these departments will count toward this B.S. requirement. Computer Science and Mathematics are considered separate departments. Courses offered by departments without a major (e.g., Astronomy and Neuroscience) are not eligible for this requirement.

Note: Students that waive the PSYC 100 requirement with AP or PSYC 199 credit will need to complete one additional PSYC elective (4 credit hours) to meet the credit hours required for the BS degree.

Requirements for the Psychology Minor

Students with a major in one of a number of departments will find a minor in psychology to be a significant contribution to their education. In order to best complement the major area of study, students should carefully select those psychology courses that have the most direct relevance to their major. These choices should be made in consultation with the academic adviser, as well as a member of the psychology faculty.

The **minor** in Psychology requires **27 semester hours** of credit in Psychology. Required courses for the minor include:

a. Introduction to Psychology (PSYC 100); 4 credit hours

*(Note: HNRS 142 (Biosocial Dimension of Behavior), meets this requirement. PSYC 199 (transfer college credit), or a 4 or 5 on the AP Psychology exam can be used to waive this requirement. PSYC 199 and AP credit do **NOT** fulfill a Y GE and do **NOT** count toward the credit hours for the major (See Note Below). If a student with PSYC 199 or AP credit elects to take PSYC 100, they will forfeit their PSYC 199 credit hours).*

b. Research Methods in Psychology (PSYC 200); 4 credit hours

c. One 200-level Topical/Research Courses Combination; 7 credit hours

(Note: Research courses must be taken concurrently with their corresponding topical courses. PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the 200-level topical/research course combinations are listed under the B.A. degree.)

d. Psychology Electives; 12 credit hours

(Note: Electives can be taken at the 200, 300, or 400 level. Normally, Directed Studies (PSYC 361-362), Independent Studies (PSYC 363-364), Senior Research (PSYC 451-452), and Honors Research ((PSYC 461-462) do not count toward the 27-hour minimum requirement. Credit hours earned from one approved study abroad course can count toward these 8 hours of elective credits.)

Note: Students that waive the PSYC 100 requirement with AP or PSYC 199 credit will need to complete one additional PSYC elective (4 credit hours) to meet the 27 credit hours required for the minor.

Other Programs of Potential Interest to Psychology Majors and Minors

Neuroscience Concentration

Denison's Neuroscience concentration is designed to provide students with a broad, interdisciplinary perspective on the nervous system, its structure and function, and its role in behavior. The Neuroscience Concentration consists of a sequence of required and elective courses in Biology, Chemistry, Psychology and Neuroscience that provide both breadth and depth, and that complement the courses in the students' major.

Psychology students wishing to pursue Neuroscience as a concentration are strongly advised to carefully plan their course of study early in their Denison career with a faculty member from the Neuroscience program to ensure that all requirements for the concentration can be met in a timely fashion. Detailed information on the Neuroscience concentration can be found at www.denison.edu/academics/departments/neuroscience/.

Organizational Studies Program Certification

Students involved in the organizational Studies program study the theoretical basis for organizational participation, leadership, and human interaction.

Guiding the program is the premise that organizations need persons capable of examining problems with a critical and imaginative eye and of responding with policies, actions and decisions derived from a broad knowledge base. By the time they have completed the program students have developed:

- An understanding of the human condition as it is experienced in organizational life
- An understanding of the complex nature of systems and institutions
- The capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals

In order to fulfill the requirements for certification in organizational studies, students must accomplish the following:

- Complete three core courses; one from each of the two major content areas and a third from either content area:
- The Individual within the Organization. Students examine the following issues:
 - how individuals acquire, develop and use knowledge in organizational settings
 - how individuals communicate in the process of social interaction
 - how individuals gain an overview of the nature and foundations of sociocultural behavior
- Organizational Processes and Social Organizing. Students concentrate on either the broad nature of social organizing or a specific aspect of organizational life.

- In lieu of one of the core courses, a student may complete:
 - a director-approved senior research/honors project
 - a directed study
 - a course elective approved by the director
- Complete Organizational Psychology
- Participate successfully in a month-long summer session following their sophomore or junior year
- Complete an appropriate internship following the summer session
- Write an integrative paper upon completion of the internship

The summer session focuses on the application of organizational skills. Students learn to interpret the problems faced by organizations in both the private and public sectors. In addition, students consult with local organizations and investigate various solutions to their problems. We rely heavily on exceptional Denison alumni to share their knowledge, insights, and experiences during the summer session.

For more information about the program and curriculum, go to:
<http://www.denison.edu/academics/departments/organizational/index.html>

Applied Opportunities for Psychology Majors and Minors

The Field Experience Course (PSYC 202)

Field Experience in Psychology is designed to give students first-hand experience working in some area of applied psychology. Typically, students and instructor agree upon a placement based on each student's previous human-service and academic experience, interests, and career goals. In recent years, students have received supervised experiences in hospitals and clinics, community mental health centers, residential and day treatment facilities, schools, correctional facilities, and other agencies in the Granville, Newark, and Columbus areas. Students have worked with variety of individuals including psychiatric inpatients, adolescents with substance use problems, and children with emotional and learning difficulties.

Supervised field experience in psychology offers several benefits. First, field experience gives students the chance to integrate information they learn in traditional classes with work in the community. The integration of applied practice and traditional coursework can lead to a better appreciation for psychological science overall. Second, field experience can help students discern future career goals. Third, field experience can assist in students' personal development. Working in the helping professions can foster greater humility, compassion, empathy, and respect for the inherent rights and dignity of others. Finally, field experience can be rewarding to both Denison students and to the community. Furthermore, the field experience course may initiate a life-long dedication to community service among those who participate in it.

In addition to participating in a minimum of four hours of field work per week, students participate in weekly didactic sessions at Denison. While the field experience provides students with important participant/observer experiences, the on-campus class meetings are an opportunity for a critical analysis of the work experience. In class, students read and discuss articles dealing with professional ethics, general approaches to counseling and specific counseling techniques such as person-centered counseling and motivational interviewing. Students also participate in several simulated counseling sessions at Denison to practice active listening, motivational interviewing, and other basic skills important to the helping professions.

Students are graded Satisfactory/Unsatisfactory in this course. The course may be taken a maximum of two times for a total of four credit hours with the following stipulations: 1) only two credit hours count toward the 38 hour requirement for a Psychology major; 2) if taken twice, the two settings must be substantially different and approved by the instructor in advance. Participation must begin by the second week of the semester. Students who are interested in PSYC 202 should contact Dr. Robert Weis during preregistration.

Departmental Service Learning Courses

As part of Denison's continuing commitment to the goals of Curricular Service Learning (see <http://www.denison.edu/service-learning/facleader.html>), the Psychology Department offers courses that give students the opportunity to undertake field experience in conjunction with a specific course. Students use their hands-on experiences as an additional "text" for the course (in the parlance of this pedagogical technique); consistent with these goals, students have regular opportunities for reflection and discussion.

For example, students in Psychology 210, *Development in Infancy and Childhood*, participate about 3 hours weekly in area preschool and child-care sites. Depending on the site chosen, students may also have the opportunity to work with both typically developing children and children with special needs. Students maintain a weekly online journal in which they reflect on their experiences, relating them to what they are learning in the course; a final personal essay allows them to synthesize this information. Several classes are also set aside to discuss issues raised in students' journals, as well as from a required text (Dunlap, 2000).

Service Learning courses are offered at the discretion of Psychology faculty. Some courses that have included this opportunity in past years have been our *Development in Infancy and Childhood*, *Abnormal Psychology*, and *Psychology of Law* courses. Please inquire with your psychology faculty advisor or other psychology faculty to learn more about these opportunities.

Denison Internship Program

Psychology majors are often interested in pursuing careers in business, law, advertising, human resources, etc. For those students, we recommend they seek out internship opportunities during summer breaks. The Denison Internship Program is designed to provide students with the opportunity to explore career fields of interest to them and to apply their academic coursework to the world of work. Every December Career Services publishes an internship resource catalog that outlines the internship program and lists "Denison Exclusive" and national internship opportunities. In addition the program provides assistance with the development of resumes and cover letters. Other students also seek internship on their own with businesses and organizations in their home towns. Please contact Career Services' Ashley Strausser, Assistant Director-Internships, for more information.

Entrepreneurship Education

The Burton D. Morgan Program for Liberal Arts and Entrepreneurship Education was created to assist students in making those necessary connections amongst liberal arts education and real world entrepreneurial applications.

The central objective of the Burton D. Morgan Program for Liberal Arts and Entrepreneurship Education is to explore the meaning and practice of entrepreneurship as it relates to the special competencies cultivated in a liberal arts education. Such competencies include critical thinking, imaginative problem-solving, perception in recognizing opportunity and the ability to break out of established paradigms.

The program is designed to assist students in making those necessary connections between liberal arts education and real world entrepreneurial applications. It consists of six initiatives:

- ❖ Workshops
- ❖ Guest Residencies
- ❖ Curricular Support
- ❖ Student Organization Activities
- ❖ Innovation-Related Research
- ❖ Internships & Ventures

For more information, please visit the Denison Entrepreneurship Program's homepage:
<http://www.denison.edu/campuslife/entrepreneurship/index.html>

Research Opportunities for Psychology Majors and Minors

Summer Scholar Program

The Summer Scholar Program permits students to pursue full-time collaborative work with faculty members, or independent research under the close supervision of faculty members for a minimum of ten weeks during the summer. This program provides students a unique undergraduate venue in which to experiment with ideas, pursue an intellectual passion, and focus intently on the resolution of a question over a sustained period of time.

Students in the Summer Scholar Program have the opportunity to earn a stipend (\$3,300 in the summer of 2008) and on-campus housing during the ten-week research interval. Interested students should contact a psychology faculty member in November or December of the year before the summer research begins to discuss projects and the funding application process. Summer funding applications – in which students describe the proposed research in detail - are due in mid to late January of the year preceding the proposed summer research. The application requires an approval signature from the faculty member who will serve as the students' summer-research advisor. Funding decisions are made by mid March.

In the fall semester after the summer research is conducted, all summer-scholar students present their summer projects to the wider Denison community in an on-campus poster session. Some students also present their findings at regional, national, or international science conferences. Students should consult with their faculty advisors about funding for these off-campus conferences.

Directed and Independent Studies

Students who wish to study a topic in psychology that is not covered in the regular course offerings, or who wish to investigate in greater detail an issue examined in a specific course, may enroll in Directed Study (Psychology 361-362; 2-4 credits each) or Independent Study (Psychology 363-64). In order to register for Directed or Independent Study, a student must first contact a faculty sponsor who is willing to supervise the work. In some cases, the activity will involve extensive reading on a given topic, a paper(s) describing the results of these readings, and regular meetings with the faculty sponsor. In other cases, the student may design an empirical research project under faculty supervision; the directed or independent study would then entail library research, data collection and analysis, and the preparation of a final research report.

The specific nature of any directed or independent study is the result of an agreement reached between the student and the faculty sponsor regarding the requirements of the project. A directed or independent study may be conducted for a semester (in which case the student should enroll in 361) or for a year and accordingly, the student should register for 361 and 362 in successive semesters). Again, directed or independent studies do not normally count toward the 38-hour graduation requirement.

Senior Research

The senior research course offering (Psychology 451-452; 4 credits each) gives majors the opportunity to investigate an empirical problem during their final year at Denison. This work is carried out in close collaboration with a faculty committee. In many respects, senior research can be viewed as a culminating experience for the psychology major. Although it is not required, senior research is recommended for psychology majors who are planning to apply to graduate school in the sciences. Typically, a project is planned thoroughly during the fall semester and a research proposal is prepared (Psychology 451). Upon approval by a faculty committee, the project is conducted, analyzed, and written-up during the spring semester (Psychology 452). Furthermore, throughout the year those students who are enrolled in senior research meet as a group to discuss their projects and to share ideas. Students must remember that senior research does not count toward the credit hours required for the major or minor. Psychology 370 is a prerequisite/co-requisite for Senior Research.

Research Assistants

Individual faculty members in the Department of Psychology are involved in on-going research programs. Faculty often welcome students to serve as research assistants during various phases of their work. By working closely with faculty on their research, students can gain first-hand experience about the nature of scientific investigation. In addition, through this collaboration faculty can come to know students' abilities and interests more intimately, and this information is very helpful in writing recommendations for employment opportunities and graduate school.

Psychology Department Student Honors, Awards, and Scholarships

Psi Chi

Psi Chi is the national honor society open to undergraduate majors and minors in psychology. The organization's major purpose is to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members in all fields. Toward this end, the national Psi Chi organization publishes a quarterly newsletter, provides a forum for undergraduate research papers to psychology conventions, and sponsors prominent speakers at conventions. In addition, the Denison chapter of Psi Chi attempts to provide career information to majors and has organized a speaker program for the Department of Psychology.

Psi Chi is a student-led group that can only meet its goals through active participation of its members. Therefore, members are expected to make a commitment to attend departmental and Psi Chi-sponsored events. In addition, members are expected to attend the Psychology Colloquia given by guest speakers each semester.

For students graduating in 2010 or after, the minimum requirements necessary for membership in Psi Chi are:

- Minimum 3.5 overall GPA in courses completed at Denison
- Minimum 3.5 GPA in Psychology courses completed at Denison
- Completion of a minimum of four academic psychology courses at Denison

(Note: Second-semester seniors may qualify with three completed courses at Denison if she/he is currently enrolled in one additional psychology course at Denison. Field Experience and Directed/Independent Studies do not count toward the course requirement for membership)

For more detailed information about Psi Chi contact the Psychology Department Assistant Jill Uland, or the current Faculty Adviser to Psi Chi, Dr. Seth Chin-Parker. The 2009-2010 Psi Chi Officers are Michael Riley, President; Emily Stimpert, Vice President; Jena Kelly, Secretary; Michelle Kailey, Treasurer; Emily Julian, Programming; and Melissa Cyperski, Public Relations.

Latin Honors

In order to graduate with Latin Honors in psychology, a student must meet the following criteria:

- a) satisfy the University G.P.A. requirements for graduating with Latin Honors
- b) receive a recommendation for Latin Honors by the Department of Psychology

Senior Fellows

Each spring, the psychology faculty designates a small number of psychology majors to be fellows for the following year. We expect Senior Fellows to serve as role models to other students. The selection of fellows is based upon an exemplary record of classroom performance in psychology courses, a high degree of intellectual curiosity in and motivation to pursue psychology, and evidence of sustained participation in departmental activities and functions. Fellows serve as course and research assistants in the department, and assist with other departmental functions. The Departmental Senior Fellows for the 2009-2010 academic year are: Emily Anderson, Stephanie Churchill, Melissa Cyperski, Jenna Kelly and Lauren Meyer.

Irvin S. Wolf Award

This award was established in 1977 to honor the leadership and contributions of Professor Wolf to the Psychology Department and to the education of psychology students. The psychology faculty awards this honor to a small number of graduating seniors each year who have distinguished themselves in the Psychology Department, demonstrated research excellence, and indicated a continuing commitment to psychology in the future.

Rita Snyder Research Award

This award was created in 2005 to honor the retirement of Dr. Rita Snyder, who taught at Denison for 32 years. The award acknowledges her significant and sustained contributions to Denison students' education in the fields of research methods, experimental design, quantitative reasoning, and statistical analysis and interpretation. The Rita Snyder Research Award is presented to a senior student who has completed a research project demonstrating excellence in statistical analysis or quantitative reasoning.

Sharfstein Summer Scholar Award

This fund was created to honor the life of Kim Sharfstein, a distinguished alumna of the Denison Class of 1992. The award generously supports a rising sophomore or junior psychology major's 10-week summer scholar project that is completed in collaboration with a faculty member in the Department of Psychology.

Kristin Hornaday Garrett Memorial Scholarship

The Kristin Hornaday Garrett Memorial Scholarship Endowment was created to honor the life of Kristin Hornaday, a distinguished alumna of the Denison Class of 1988. Each year, this memorial scholarship is awarded to a rising junior psychology major who has demonstrated high academic achievement and who shows great promise for success in graduate study and/or a professional career in Health Psychology.

Pursuing Graduate School in Psychology-Related Fields

Many students find that they need to obtain a Master's degree or a doctorate (Ph.D. or Psy.D.) in psychology or other closely related fields in order to pursue their career objectives. A Master's degree normally takes two years of study, and doctoral degree programs require an additional two to four years beyond the Master's degree.

Admission to graduate school is very competitive in all areas of psychology. However, the Department of Psychology at Denison has been quite successful at placing its graduates in programs appropriate to the students' interests. Pursuit of an advanced degree in psychology requires careful preparation and planning. Admission requirements vary greatly from program to program, but minimum requirements generally include: a bachelor's degree (preferably, although not necessarily in psychology), a 3.0 GPA overall and in psychology (a significantly higher GPA is required by many schools), satisfactory performance on the Graduate Record Examination (GRE), and favorable letters of recommendation from faculty members. Most programs want applicants to have a strong foundation across the basic areas of psychology, courses in research methods and statistics, and research experiences (see previous section on Research Opportunities for Psychology Majors and Minors). Extra-curricular activities relevant to the field of psychology are also beneficial.

Students who are interested in graduate school should seek information and assistance from as many sources as possible. In particular, enlist the help of one or more faculty members. Also available is a book called *Graduate Study in Psychology and Associated Fields*. The book is published yearly by the American Psychological Association (APA) and lists all graduate programs in psychology in the U.S. and Canada, along with useful information about each program. The Psychology Department has a copy available for use in the Psychology Library, or students can order their own copy from APA. Also, see the department's webpage, <http://www.denison.edu/psych/> for resources such as "The Psychology Graduate Applicant's Portal."

Applications to graduate schools should be submitted during the fall or winter of the senior year; most programs have deadlines before February 1st and some are as early as mid-November. Students should search for on-line information regarding potential schools during the summer before or during the early Fall of their senior year. The general GRE is required by all psychology programs and should be taken no later than December; however, most students take it in October. The Psychology GRE test is required by only a subset of schools; students must check to see if the PSYC GRE is required of the programs of interest to them.

The department will provide general information sessions about graduate school every fall and spring semesters. However, students should consult with their psychology advisor and/or other psychology faculty for additional information, as early as one's sophomore year.

Psychology Department Policies

Class Attendance Policy

The Psychology Department follows Denison University's Class Attendance Policy (Section III. B. 4. in the Faculty Handbook). According to the Handbook:

“Attendance policy is set by the instructor. It is the responsibility of the instructor to establish (a) a policy on class attendance, (b) any criteria for excused absences when attendance is required, and (c) a policy for the make-up of missed work.”

Faculty will state in the course syllabus their general policy for attendance and make-up of missed work (including, for example, exams, quizzes, presentations, or other assignments).

Make-Up Exam Policy

It is the Policy of the Psychology Department that make-up exams will *not normally* be given to students who miss an exam. However, procedures to be used for students who have legitimate grounds for missing an exam include, but are not limited to, the following four options:

- (a) Some courses are organized such that the lowest grade on the hourly exams is automatically dropped when determining the course grade. In these courses, a missed exam will be recorded as a zero and will count as the dropped exam score at the end of the semester. Because only one exam score is dropped, students can utilize this option just once during the semester.
- (b) In some courses the instructor may have established a "points earned structure." In such a situation, should you miss an exam, the opportunity to earn points on that particular exam has passed. However, subsequent exams and other course options (including perhaps an extra credit option) remain opportunities to earn points.
- (c) In some courses the instructor may choose to include material or topics from a missed exam on the student's final exam. This approach could both lengthen the final exam and/or increase its value in determining the grade for the course.
- (d) In exceptional cases only, an instructor may choose to give an exam earlier or later than its scheduled date or time. In such cases the exam will not necessarily be the same (either in content or format) as the exam taken by the rest of the class.

Final Examination Policy

According to Denison University guidelines, all final examinations must be taken during the time period assigned by the registrar, which are listed in the Final Examination Schedule published in the Schedule of Classes (Section III. A. 8. in the Faculty Handbook). The only exception is in keeping with university policy; namely, in the case of three exams scheduled for the same day.

Policy on Absences for Athletic Participation

The Psychology Department follows Denison University's guidelines for excused absences for athletic participation (Section III. B. 5. in the Faculty Handbook). According to the Handbook,

“Students may have up to the equivalent of three hours of class absences per course per semester for participation in intercollegiate athletic contests. Absences will not be allowed for practices, scrimmages, or non-traditional season play. It is the student's responsibility to notify the instructor well in advance of all anticipated absences. If any of these absences are scheduled for class activities that cannot be made up, the instructor may deny approval for an excused absence. These limitations apply to regular season play. If students are engaged in post-season play beyond the conference tournament in their sport, they will be granted excused absences for missed classes. Students are responsible for notifying the faculty member in advance of projected absences. Students must also arrange to make up missed work or complete an alternative assignment to satisfy the course requirements.”

Psychology faculty will follow the general guidelines stated in procedures (c) or (d), listed above, for the make-up of an excusable missed exam. Alternative assignments for other make-up work will be decided upon by the instructor.

Policy on Academic Accommodations for Students with Learning Disabilities

Any student who needs an accommodation based on the impact of a disability should contact their instructors privately as soon as possible to discuss his or her specific needs. Faculty members rely on the Academic Support and Enrichment Center (Doane 104) to verify the need for reasonable accommodations based on documentation on file in their office. Therefore, ***it is imperative that the student make an official request for accommodations through the Academic Support and Enrichment Center at the beginning of every semester.***

Policy on Academic Integrity

The students and faculty of Denison University and the Department of Psychology are committed to academic integrity and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity.

Academic dishonesty is, in most cases, intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any source consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow appropriate format for citations.

As is indicated in Denison's Student Handbook, available through mydenison.edu, faculty must refer every act of academic dishonesty to the Associate Provost, and violations may result in failure in the course, suspension, or expulsion (see <http://www.denison.edu/student-affairs/handbook/article7.html>.)

Departmental Recommendations for Avoiding Plagiarism

Students sometimes intentionally or unintentionally commit writing errors that constitute plagiarism. It is your responsibility as a writer not to commit such errors and to be aware of correct forms of citation. The following guidelines are designed to help you do that. These guidelines are not meant to replace the Denison University's *Student Handbook* or *The Bedford Handbook* by Diana Hacker but rather are meant to be a supplement to them.

The Psychology Department follows American Psychological Association style for citations and references (see *APA Publication Manual 5th edition* and/or *The Bedford Handbook* (pp. 698-755). APA style is simple and efficient, and if you follow it you should have no trouble with plagiarism.

1. Citing sources when using the exact words of another author

If you use the exact words of another author, the material must have quotation marks around it, and the author, year of publication and page number must appear in parentheses at the end of the quotation. For example, you might include:

"The sexual revolution of the 1960s was a response to long-term social changes that affected the structure of the family and women's role in it" (Hite, 1976, p. 303).

The complete listing of the Hite source from 1976 should then appear in the list of references at the end of the paper. Note that this style is efficient because it does not require footnotes or endnotes; rather, it only requires quotation marks and a citation in the body of the text, plus the complete reference given on the References page.

If the quotation is more than 3 lines long, it should be indented. As a general rule, if you use more than half a sentence directly, it should receive quotation marks. *Students should avoid excessive use of quotations in psychology papers.*

2. Citing sources when using the results or ideas of another, written in your own words.

In this case, the author(s) and date of publication in parentheses acknowledge the source of the ideas or results, but quotation marks are unnecessary because the exact words are your own. For example, you could state:

It has been argued that the sexual revolution was not the cause of recent changes in the American family, but rather that changes in the American family occurred first and caused the sexual revolution (Hite, 1976).

Or you could write,

Hite (1976) argued that the sexual revolution was not the cause...

3. **How often do you need to include a source citation in the text of a paper?**

Students sometimes have difficulty knowing how frequently a source must be cited. For example, if three successive sentences, or two paragraphs, are all about the same study, must it be cited in each sentence? The best guide here is clarity. That is, if it is clear that succeeding sentences are about the same study, it does not need to be cited again; but if it is unclear what the source is, then there should be another citation. For example, the following sequence would require no citation in the second sentence:

Hite (1976) argued that the sexual revolution was not the cause but rather the result of changes in family structure. Her data provided evidence supporting her argument in the case of premarital sex.

However, a citation in the second sentence would be necessary in this sequence:

Hite (1976) argued that the sexual revolution was not the cause but rather the result of changes in family structure. There is evidence supporting her argument in the case of premarital sex (Jones, 1981).

4. **Best Advice about Paraphrasing a source – DON'T DO IT!**

The paraphrase is a no person's land between direct quotation and using your own words, and it makes appropriate citation almost impossible. Consider the following paraphrase of the original quote in #1 above:

The sexual revolution of the 1960s was a response to social change that affected sex roles and the structure of the family (Hite, 1976).

The sentence above would be considered plagiarism. Note that all that has been done here is the deletion of a few words, the substitution of a synonym, and the reversal of the order of two phrases of quote #1. If all of the words that came from the original sentence were placed in quotation marks, there would be little remaining in the sentence. Paraphrases of this sort should not be used. If you understand the material you should be able to put it in your own words, as in example #2 above.

5. **Citing a secondary source**

A primary source is the original source of a result or idea, whereas a secondary source is another source that refers to the results of ideas of the primary source. For example, if Hilgard and Atkinson's *Introduction to Psychology* refers to Hite's notion that the sexual revolution is a result of changing family structure, Hite (1976) is the primary source and Hilgard and Atkinson (1979) is the secondary source. Primary sources are always preferable to secondary sources. Therefore, always try to find primary sources in the library (the Denison library has a better collection than you may imagine). If you must use a secondary source, the appropriate citation in the text is:

Hite (1976, as cited in Hilgard & Atkinson, 1979) argued that the sexual revolution...

Hilgard and Atkinson must then be included in the list of references at the end of your paper. See the *Publication Manual of the American Psychological Association* (5th edition) for further details on secondary sources.

Psychology Department Faculty

Nida Bikmen (Ph.D., City University of New York)

Assistant Professor

Dr. Bikmen is a social/personality psychologist interested in studying issues of diversity and intergroup relations. Her research aims at identifying conditions that facilitate endorsement of diversity and multicultural norms and that prevent interpersonal and intergroup conflict. Specifically, she is interested in group identities and their consequences in terms of academic outcomes, representations of group history, intergroup attitudes, and collective action. At Denison, she is doing research on attitudes toward immigration and multiculturalism, and on processes of social identity negotiation among minority students. Dr. Bikmen teaches courses in social psychology and psychology of diversity.

D. Cody Brooks (Ph.D., University of Vermont)

Associate Professor

Dr. Brooks joined the department in 2000 and teaches courses in learning and conditioning, animal cognition, and related topics. His research interests focus on the basic learning and memory processes that influence treatment (e.g., of anxiety or substance abuse disorders) and the relapse of unwanted behaviors after treatment. He is interested in understanding those processes that can change behaviors motivated by emotions and/or biological need. He and his students have developed techniques for reducing and even eliminating some instances of relapse modeled in the laboratory. Some of Dr. Brooks' other interests include addiction, the history of psychology, and the role of diet and thought in mental health.

Seth Chin-Parker (Ph.D., University of Illinois)

Assistant Professor

Dr. Chin-Parker is a cognitive psychologist interested in how people acquire, represent, and use conceptual knowledge. He joined the psychology department at Denison in 2004 and teaches courses in cognitive psychology, introductory psychology, research methods, and creativity. Recently, his research has examined how interactions with items guide the organization of conceptual knowledge related to those items, the processes involved in the generation of explanations for events, and how naive political theories help to organize related conceptual knowledge. Much of this research has been done in collaboration with student researchers.

Gina A. Dow (Ph.D., University of Minnesota)

Associate Professor

Dr. Dow is interested in various aspects of young children's social and cognitive development and functioning, particularly symbolic representation, memory, literacy, and social policy. Joining the faculty in 1993, she teaches courses in introductory psychology, development in infancy, childhood, and adolescence, development of children with special needs, and child development and social policy.

Frank Hassebrock (Ph.D., University of Minnesota)
(On leave Fall 2009) Associate Professor, Neuroscience Concentration Committee

Dr. Hassebrock came to Denison in 1983 and teaches courses in cognitive psychology, adult development and aging, research methods, and the psychology of memory. He also teaches cognitive neuroscience topics in courses that are part of the Neuroscience Concentration. His research interests include the cognitive organization and functions of autobiographical memory; age and gender differences in autobiographical memory; and the development and use of cognitive skills in attention, perception, problem solving, and memory in everyday contexts and situations

Harry Heft (Ph.D., The Pennsylvania State University)
Professor

Dr. Heft is interested in psychological issues from the perspective of person-environment relations. His research and writing focuses on ecological psychology, environmental perception, way-finding and navigation, psychological development within sociocultural contexts, philosophy of mind, and the history of psychology. He teaches courses in environmental psychology, cultural psychology, history and systems of psychology, as well as introductory psychology. He was among a small group of Denison faculty who established the Environmental Studies major. He was trained in environmental psychology at Pennsylvania State University, and following a post-doctoral year at Cornell University, he joined the Denison faculty in 1976.

Erin Henshaw (Ph.D., Eastern Michigan University)
Assistant Professor

Erin Henshaw is a clinical psychologist trained in interpersonal and cognitive-behavioral approaches to treating adult psychopathology. She completed her Ph.D. at Eastern Michigan University, including a clinical internship at University of Michigan Counseling and Psychological Services. She teaches courses in introductory psychology, abnormal psychology, clinical psychology, and health psychology. Her research interests include mental health treatment utilization, depression in pregnancy, and mental health stigma.

Sarah L. Hutson-Comeaux (Ph.D., Purdue University)
Associate Professor

Dr. Hutson-Comeaux, a 1991 graduate of Denison, returned to join the psychology faculty in 1997. She teaches courses in introductory psychology, personality theory, social psychology, research methods and statistics, and a seminar on the psychology of law. Her current research interests include the social consequences of women's and men's emotional expressions and the social influence processes used to change others' attitudes and behavior.

Susan Kennedy (Ph.D., The Ohio State University)
Associate Professor and Chairperson, Neuroscience Concentration Committee

Dr. Kennedy joined the faculty at Denison in 1992 following a four-year post-doctoral research fellowship at The Ohio State University's Behavioral Immunology Laboratory in the College of Medicine. She received her Ph.D. in Psychobiology with an emphasis in Psychopharmacology in 1985 from The Ohio State. Dr. Kennedy teaches courses in Biological Psychology, Psychopharmacology, and General Psychology, and is a member of the Neuroscience Core Faculty Group, having taught Introduction to Neuroscience and Advanced Neuroscience, and coordinating the Neuroscience concentration from 1999-2008. Dr. Kennedy's research examines how early social stressors influence the development of subsequent social behaviors, and how organisms respond to stimulant drugs following the experience of stress in early development. She is also interested in current drug policy issues, and the influence of the media and culture on attitudes and perceptions of licit and illicit substances.

Nestor Matthews (Ph.D., Brown University)
Associate Professor, Neuroscience Concentration Committee

Dr. Matthews joined the faculty at Denison in 2001 following completion of a four-year post-doctoral fellowship in the Center for Neurobiology & Behavior at [Columbia University](#). Dr. Matthews teaches sensation and perception, statistics for behavioral sciences, research methods, and introductory psychology. Some seminars he has offered include "Perceptual Learning and Brain Plasticity", and "The Cognitive Neuroscience of Music". His research interests are in human vision and audition.

David P. J. Przybyla (Ph.D., State University of NY at Albany)
Associate Professor, Director of the Organizational Studies Program

A social-personality psychologist, Dr. Przybyla has been at Denison since 1985. Among the courses he teaches are social psychology, organizational psychology, organizational leadership, and human sexuality. His recent research interests have focused on the study of leadership and entrepreneurial behavior. Dr. Przybyla is Director of Denison's Organizational Studies Program

Samuel J. Thios (Ph.D., University of Virginia)
Professor, Vice President for Student Affairs

With the university since 1972, Dr. Thios has taught in the areas of child and adolescent development, pediatric psychology, and exceptional children. He has taken leave from teaching to serve as Vice President of Student Affairs since 1996. He is the former editor of the *Down Syndrome Quarterly* and the APA Division 33 Newsletter, *Psychology of Mental Retardation and Developmental Disabilities*.

Robert Weis (Ph.D., Northern Illinois University)
Assistant Professor

Robert Weis is a licensed clinical psychologist with an interest in developmental psychopathology, psychological assessment, and program evaluation. He completed a Ph.D. at Northern Illinois University, a clinical internship at Columbus Children's Hospital and a postdoctoral residency at St. Michael's Hospital/Portage County Clinic in central Wisconsin. Dr. Weis teaches courses in Introductory Psychology, Research Methods, Abnormal Psychology, and Clinical Psychology. He also supervises the departmental Field Experience course and has taught classes in the Denison Honors Program and First-Year Studies Program.

