




Psychology and Communicative Disorders Student Handbook

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Requirements for a Psychology Major

A total of **35 semester hours** distributed as follows:

Required Courses

Credits	Course	Title	Semester Offered
3	Psych 156	Introduction to Psychology	Fall/Spring
3	Psych 201	Psychology Statistics	Fall
4	Psych 202	Research Methods in Psychology	Spring
4	Psych 301	Developmental Psychology	Fall/Spring
3	Psych 339	Physiological Psychology	Fall/Spring
3	Psych 495	Senior Seminar	Fall of Senior Year

An additional elective, replacing Senior Seminar, is necessary for double majors

Courses in which a variety of theoretical perspectives are presented
(**two** of the following are required).

Credits	Course	Title	Semester Offered
3	Psych 323	Psychology of Personality	Spring
3	Psych 326	Abnormal Psychology	Fall/Spring
3	Psych 381	Clinical Psychology	Fall

Courses with a specific theoretical or topical focus
(**two** of the following are required).

Credits	Course	Title	Semester Offered
3	Psych 332 Or Psych 344	Animal Learning and Cognition Historical Roots	Spring
3	Psych 337	Social Psychology	Fall /Spring
3	Psych 364	Cognitive Psychology	Fall

Elective course

Students are required to take **three additional hours** from the above or any other courses offered by the department.

Requirements for a Communicative Disorders Major

All students must complete a minimum of 40 credits for the Bachelor of Arts degree in Communicative Disorders.

All students must complete a minimum of 30 credits in COMD Courses.

Required COMD Courses are:

COMD 220	Introduction to Communicative Disorders (3)
COMD 230	Anatomy & Physiology of the Speech and Hearing Mechanism (3)
COMD 240	Phonetics (3)
COMD 310	Language Development (3)
COMD 330	Speech & Hearing Sciences (3)
COMD 334	Evaluation Procedures in Speech & Language Pathology (3)
COMD 340	Introduction to Audiology (3)
COMD 412	Intervention Procedures in Speech & Language Pathology (3)
COMD 420	Aural Rehabilitation (3)
COMD 485	Clinical Practicum (1)

Students must also complete a minimum of 3 elective credits from the following courses:

COMD 224	Sign Language (3)
PSYC 475	Psycholinguistics (ND) (3)
PSYC 485	Autism (ND) (3)
COMD 490	Special Topics (3)
COMD 497	Independent Study (3)
COMD 499	Internship (3)
PSYC 202	Research Methods in Psychology (4)

Students must complete the following Non-Departmental Required Courses:

PSYC 156	Introduction to Psychology (3)
PSYC 201	Statistics in Psychology (3)

And one of the following:

PSYC 301	Developmental Psychology (4)
PSYC 339	Physiological Psychology (3)

Advanced Writing Proficiency Requirement

To complete the Advanced W. requirement, students must demonstrate writing proficiency in the field of psychology, following the APA format commonly used in the discipline of psychology. Save all of your papers, because you may use them to satisfy this requirement!

Speak with your instructors about whether papers written in their classes can be used to satisfy the Advanced W requirement.

Instructors will flag papers written in their classes to be submitted for the Advanced W. Papers may need further revision before being submitted. The revised papers with the original drafts are to be submitted to the professor of that course on the **fourth Thursday** of the **following** semester.

Students must submit three of the following types of papers, written in their psychology or communicative disorders classes, to satisfy their Advanced W. requirement:

- Reflection Paper:** A paper integrating concepts from psychology and experiences from your own life.
- Research Report:** A paper addressing a question of interest in psychology, with a brief review of the relevant literature, a research hypothesis, defined variables, and a description of the research design. Data and analyses may be included if available.
- Position Paper:** A paper supporting a position on an issue in psychology, while acknowledging and refuting the opposing side of the argument.
- Literature Review:** A comprehensive paper integrating important themes, research findings, questions, and controversies in an area of psychology.
- Case Study or Lab:** A laboratory report or case study from developmental or social psychology.
- Other:** Additional types of papers offered by psychology faculty may be approved by the department.

Papers that are submitted for the Advanced W are reviewed by two faculty members, and may be **accepted**, **rejected**, or **further revision may be required**. Students are informed by midsemester of the decision made by the reviewers. Check **Blackboard** for records of your accepted papers.

The Psychology & Communicative Disorders Department Faculty

Karen Chambers

B.A. State University of New York at Buffalo
M.S. Kent State University
Ph.D. Kent State University

Areas of Special Interest: Memory and eyewitness memory, in particular, psychology and the law, and currently working on a project about media influences the perception of natural disaster survivors

Susan Latham

B.A. Saint Mary's College
M.A. Michigan State University
Ph.D. Michigan State University

Areas of Special Interest: Speech and Language intervention for individuals on the Autism Spectrum (Pervasive Developmental Disorders); family centered care/ parent training in early intervention; Early language and Literacy Development; Aural Rehabilitation with Hearing Impaired population

Beth O'Connor

B.A. University of Chicago
M.A. University of California in Berkeley
Ph.D. Notre Dame (in progress)

Areas of Special Interest: Authentic and meaningful early childhood assessment, challenging behavior and emotion regulation in early childhood, resilience as a developmental construct, parenting practices which support synchrony, attachment, self-regulation and cognition in infants and toddlers, and early language and literacy development, and infant and toddler toys and product development.

Thomas Parisi

B.S. Union College
M.A. New York University
Ph.D. University of Rochester

Areas of Special Interest: Biological Psychology; History and Philosophy of Science; Psychology and the Humanities; Freud; Dante.

Catherine Pittman

B.S. Central Michigan University
M.A. Northern Illinois University
Ph.D. Northern Illinois University

Areas of Special Interest: Psychotherapy & Rehabilitation; Brain Injury; Neuropsychology; Anxiety Disorders; LGBT issues; Recovery from Sexual Assault and other trauma

Gwen Pursell

B.A. University of Delaware
M.A. University of Richmond
Ph.D. Florida Atlantic University

Areas of Special Interest: Child and adolescent development; links between socioemotional functioning and problem behavior in the context of peer relationships; friendships and romantic relationships.

Bettina Spencer

B.A. Eugene Lang College
M.A. The New School for Social Research
Ph.D. The New School for Social Research

Areas of Special Interest: Effects of stereotyping and prejudice; the effect of stigma on low-socioeconomic college students; perceptions of low-socioeconomic victims of sexual assault; stereotyping in the media.

Rebecca Stoddart

B.A. The Pennsylvania State University
M.A. Southern Illinois University- Carbondale
Ph.D. Southern Illinois University- Carbondale

Areas of Special Interest: Communicative and social skill development; Attention deficit disorder in adolescents; College women's majors and career interests; Writing and teaching pedagogy.

Rhonda Tomenko

B.A. Andrews University
M.A. Andrews University
Ph.D. James Madison University

Areas of Special Interest: Pediatric audiology; universal newborn hearing screening programs; audiology in developing countries

Psi Chi

Psi Chi is the national honor society in psychology which gives students recognition and leadership opportunities, and also promotes student research. To be inducted into Psi Chi, students need to be in the top 35% of their class, to have completed three semesters, and have taken nine semester hours of psychology classes. One may reapply every semester until admission, and once accepted one does not have to reapply to maintain membership.

<http://www.psichi.org/>

Careers

Approximately 35% of our students have attended graduate school after Saint Mary's; other students find careers with their B.A. in Psychology. Saint Mary's alumnae have pursued the following careers after graduation.

Assistant Production Editor	Assistant Merchandiser/Buyer	Social Worker
Account Executive	Sales Assistant	Art Therapy
Personal Assistant/Recruiter	Copywriter	Youth Care Worker
Associate Programmer Analyst	Library Assistant	Crisis Counselor
Staff Writer	Residence Hall Director	Pastoral Ministry
Legal Assistant	Preschool Teacher	Caseworker, Juvenile Court
Insurance Underwriter	ESL Teacher	Clinical Services Coordinator
Retail Sales	Instructor for Adult Mentally Handicapped	Human Resources
Vice President of Advertising	Editor, Morning Edition, NPR	Intake Specialist

So, don't let anyone tell you that you can't find a great job with a BA in psychology!

For more information on job prospects after obtaining a BA in psychology or communicative disorders, visit the Center of Career Opportunities, Room 114 Spes Unica, and these websites.

<http://www.psywww.com>
<http://apa.org>

Graduate School

Graduate programs for psychology and communicative disorders majors vary widely and focus on many different specialties. Regardless, they are all looking at a variety of different factors when considering applicants.

- Academic Transcripts – what sort of course have you taken? How well did you perform?
- GRE scores – some programs have GRE minimum cut-offs, but many are flexible depending on other factors (personal statement, GPA). Other programs may also ask for the psychology subject exam, which is an exam specifically of psychological knowledge. You can find more information and free practice materials at: www.ets.org
- Conferences – have you attended or submitted a proposal for any regional or national conferences? Have you helped organize a college-level conference or workshop?
- Research Experience – have you designed and conducted your own research? Have you assisted a faculty member with their own research?
- Volunteer Experience – what sort of volunteer experiences have you had? Are any relevant to psychology?
- Recommendations – how well do your current professors know you and your abilities? It is important to get to know your professors and communicate your goals in order for them to write a better prepared letter of recommendation on your behalf.

Since different graduate programs have different course, GPA, and GRE requirements, it is imperative to start researching programs early in your career. Graduate school is a large commitment and you should not only be thinking about what *they* are looking for in prospective students, but also what *you* are looking for in a University. Ultimately, it is most important to find a program that best fits your interests and best helps you accomplish your goals.

Listed below are examples of Graduate/Professional Programs Psychology and Communicative Disorders Majors have pursued after Saint Mary's:

Individual and Family Studies	Occupational Therapy	Clinical Psychology
Developmental Psychology	Audiology	Veterinary Medicine
Special Education	Medical School	Exercise Psychology
Counseling Psychology	Law School	Library Science
Speech Pathology	Nursing	Industrial Psychology
Physical Therapy	School Psychology	Organizational Psychology
Sports Psychology	Social Work	Forensic Psychology

Areas of Specialization in Psychology

Clinical Psychology Clinical psychologists typically have a Ph.D or Psy.D to counsel and treat clients with psychological problems and may act as therapists in hospitals, private practice, and health centers.

Counseling Psychology: Counseling psychologists are similar to clinical psychologist but focus their work as therapists. They counsel clients in schools, mental health centers, and private practice.

Developmental Psychology: In developmental psychology, psychologists study human development throughout the lifespan or specialize in a certain age group. Developmental psychologists may work as consultants in day care centers, schools, social service agencies, or conduct research and teach.

Educational Psychology: Educational psychologists study the learning process and develop and test new techniques to improve education.

Environmental Psychology: Study the relationships between the environment and mental processes. There is a broad spectrum of study from regions, urban areas, or improving offices and personal space.

Experimental Psychology: Research is the staple of experimental psychology. Experiments are conducted with humans and animals primarily in colleges and universities.

Family Psychology: Family psychologists counsel families to improve relationships and couples with marital problems. They also design and conduct preventive programs such as pre-marital preparation, marital enrichment, and improve parent-child relationships, and family psychologists work in medical schools, hospital, community agencies, and private practice.

Forensic Psychology: Forensic psychologists work within the legal system to evaluate defendants' and victims' psychological status for testimony.

Health Psychology: Health psychologists study, create, and execute programs to promote better health. For example, health psychologists may design programs for stress management, and physical fitness, and are employed in hospitals, medical school, rehabilitation centers, health agencies, and private practice.

Industrial/Organizational Psychology: I/O psychologists study the relationships and experiences people have in the workplace with the intention of increasing productivity. They are found in businesses, industry, government agencies, and colleges and universities.

Physiological Psychology: Physiological psychologists study basic biological processes and drug effects on these processes and behavior, especially in treatment of psychological disorders.

Psychology of Law: Psychology of the law studies legal issues, like juror decisions and bias, from a psychological prospective.

Psychometrics and Quantitative Psychology: This specialization focuses on studying research methods, revises standardized tests, and assists research. They are found in colleges and universities, testing companies, private research firms, and government agencies.

Rehabilitation Psychology: Rehabilitation psychologists work with people who have suffered from handicaps developed in birth or later in life (like strokes) to overcome psychological and situational hurdles.

School Psychology: School psychologists work with children, parents, and teachers to facilitate students' learning. They specialize in educational and emotional assessment.

Social Psychology: Social psychologists study the influence of society on an individual's beliefs, feelings, and behaviors. Most are employed by colleges and universities but there is a rising demand for social psychologists in hospitals, federal agencies, and business to conduct research.

Appleby, D. (1997). *The Handbook of Psychology*. New York: Longman Publishers
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