



PSYCHOLOGY HANDBOOK

Saint Francis University

Department of Psychology

5/10/2013

PSYCHOLOGY
UNDERGRADUATE
STUDENT HANDBOOK



The purpose of this handbook is to give you an overall description of the major in Psychology, options for concentrations within the major, specific psychology major requirements, as well as to answer some of the questions our students frequently have. Of course, many of the topics covered are described elsewhere, including the SFU catalog.

Unfortunately, much as we might desire some magic plan that would simplify the process, the diversity of needs, goals and backgrounds of our students requires flexibility. There is no single path to follow, no simple roadmap to use in completing your degree program. Still, there are some general guidelines which many students have found useful. You should remember, however, that general guidelines cannot substitute for your own careful analysis of your needs and goals or your own thorough exploration of the options you have in obtaining a degree. To assist you in this exploration, the department provides academic advising.

TABLE OF CONTENTS

About	1
Academic Advising	3
SFU Psychology Program Description	4
Why choose a psychology major?	4
Structure of SFU Psychology: APA Goals	4
Structure of SFU Psychology: Franciscan Goals of Higher Education	4
Careers	8
Department	10
Faculty/Interests	10
Requirements	11
Academic Policy	10
Eligibility for graduation: A minimum of 128 credits	10
Special Requirements of Note: General Education	10
Special Requirements of Note: Psychology	10
Specific Psychology Degree Options & Requirements	11
Opportunities	14
Research	14
Internships	14
Independent Study	15
Community Service and Community-based Learning	15
Honors in Psychology	16
Psychology Awards	16
Clubs	15
Study Abroad	16
Resources	18
Websites	18
FAQs	
General Education Requirements	17
How to select a minor?	18
Appendices	19
Course Descriptions	20
Sample Portfolio Guidelines	29
Degree Checklists	31
Internship Guidelines	38

Academic Advising*

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals. At Saint Francis University, academic advising is viewed as a continuous process of clarification and evaluation. The Center for Academic Success, located in St. Francis Hall, works in conjunction with the academic advisor and the student to help support educational needs and goals. The office is open to all students as an additional and/or supplemental academic resource.

Individual academic advising conferences are available to students each semester. The advisor will review and utilize any available data about the student's academic and educational needs, performance, goals, and problems. ***The ultimate responsibility for making decisions about life goals and educational plans rests with the student. The advisor will assist by helping to identify and assess alternatives and the consequences of decisions.***

As part of the University's First Year Experience Program, entering freshmen students are assigned to advisors when the students participate in the Summer Orientation and Academic Registration (SOAR) Program during the summer prior to their freshman year. The advisors work with students during the freshman year. At the end of the freshman year, or in some cases later, students declare an academic major where the department chair serves as advisor or assigns an advisor from the department's faculty.

Saint Francis University's goals for academic advising are as follows: clarification of life and career goals; development of suitable educational plans; selection of appropriate courses and other educational experiences; interpretation of institutional requirements; increase student awareness of available educational resources; evaluation of student progress toward established goals; development of decision-making skills, and referral to and use of other institutional and community support services where appropriate.

If you need additional help beyond your assigned academic advisor, individual and walk-in appointments are available at the Center for Academic Success in St. Francis Hall.

*Copied from the SFU Catalog, May 2, 2013; italics, bold added.

SFU Psychology Program Description

The Psychology program at Saint Francis University is grounded in the Goals of Franciscan Higher Education and the learning goals identified by the American Psychological Association. This program, which offers a B.A. as well as a B.S. degree, is designed to introduce students to natural and social scientific investigations of behavior and mental processes. Within a liberal arts and sciences tradition, the Psychology Department is committed to teaching, mentoring, research, scholarly activity, and to service, both to the university and to our external communities. A degree in psychology prepares students for their futures as responsible global citizens. The curriculum engages students in research and scholarly activity, while also encouraging them to apply coursework in internships, study abroad, and/or community service. Graduates of the psychology program are prepared for entry-level employment in the field and for advanced study in graduate or professional schools.

Why Major in Psychology?

One of the best reasons to choose a major is because it has “intrinsic appeal:” You like it! Selecting a major that captures your interest is an important first step toward finding a career that you will love and work in which you can excel. One goal of an undergraduate education is to provide students with an opportunity to explore different fields and to define their interests. We strongly urge you to approach a major in this fashion. Many students are surprised to find out how much room there is for such exploration along the way to a degree.

As you make progress toward completing your degree, you will find that you have acquired many skills and knowledge bases that support personal and professional growth. For instance, you will learn more about motivation, learning, diversity, interpersonal communication, and ethical decision-making. You will also acquire more sophistication in written and oral communication, research, critical thinking, and use of information technologies.

In short, there are many good reasons for choosing a psychology major. It is interesting! And a degree in psychology can prepare you for immediate employment or admission to graduate school in a wide variety of fields.

Undergraduate Psychology Learning Goals and Outcomes: APA

The SFU Psychology curriculum is structured to reflect 10 goals and related learning outcomes for the undergraduate psychology major developed by the American Psychological Association.. The 10 goals are grouped into two major categories:

(I) Knowledge, Skills, and Values Consistent with the Science and Application of Psychology.

This category represents activities that provide hallmarks of psychology education. Responsibility for development in and assessment of these areas rests primarily with the psychology faculty in coursework or psychology advising, and

(II) Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology.

This category includes activities that usually are part of a general education program or liberal arts education. Responsibility for student development in these areas and assessment of students' achievements tends to be shared across a broader range of disciplines than just psychology; however, psychology coursework can contribute to and expand upon these general education goals in significant ways. In turn, well-developed liberal arts skills can contribute to student achievement within the psychology major.

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Goal 1. Knowledge Base 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 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.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

Goal 6. Information and Technological Literacy

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

Goal 7. Communication Skills

Students will be able to communicate effectively in a variety of formats.

Goal 8. Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9. Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10. Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Undergraduate Psychology Learning Goals and Outcomes: Franciscan Goals of Higher Education.

The SFU Psychology program is also structured to reflect the Goals of Franciscan Higher Education:

Saint Francis University, grateful for the Franciscan heritage of the institution and open to the living spirit of Saint Francis of Assisi, strives to incorporate these Franciscan values into the life and work of the community.

A Humble and Generous Attitude Toward Learning

Aware that all talents of mind and heart are gifts of God, the source of all good, and realizing that knowledge is not a personal possession intended solely for self-advancement, as members of the Saint Francis community we strive to share our abilities and skills generously with others. We seek not the power and prestige of knowledge nor the desire to control or dominate but to serve. We strive for excellence without arrogance, willingly sharing our knowledge and wisdom, and humbly learning from one another. As a community of learners seeking the truth together, we encourage the free and open exchange of ideas and responsible action.

Reverence For All Life and for the Goodness of all Humanity

As children of God, we are brothers and sisters to each other, to all humanity, and to all God's creatures. Thus we strive to show reverence for all human life and for life in all its forms, to treat all people with dignity and respect, and to work together for the common good. In a spirit of charity, we care for and support each other, helping to bind the wounds of those who suffer and bearing one another's burdens. We also care for the earth which is our home and work to protect and preserve it for future generations.

Respect for the Uniqueness of Individual Persons

In imitation of Saint Francis of Assisi, who was open to human personality in all its variety and who saw the image of God multiplied but never monotonous, we recognize that each individual person is a unique combination of God-given abilities and we know that each person expresses the goodness of God in a particular way. Every member of the University community thus deserves to be treated respectfully and each should treat others with respect. Students especially

should be accorded as much personal attention as possible. With education of the whole person as our goal, we strive to foster the intellectual, physical, social, and spiritual growth of Saint Francis students and to prepare them not just for productive careers but for fruitful lives.

A Global Vision

As citizens of the earth and as brothers and sisters in the global community, we embrace all classes of people and respect all cultures, all races, and all religions. We strive to resolve conflict non-violently and to work for justice within our community, our society, and our world. We work to build up God's people everywhere, to bring reconciliation, and to act as instruments of peace in the communities we serve.

Service to the Poor and the Needy

In the spirit of Saint Francis, the poverello, we strive to be compassionate to all and especially to the poor and disenfranchised. Recognizing our own dependence on God and on others, and trusting in His providence, we engage in active service to the poor and to those with special needs such as the elderly and youth, the ill and the imprisoned. With gratitude to those who share their means to help us accomplish our Franciscan mission, we seek also to exercise a wise and careful stewardship of the institution's resources. We commit ourselves to honesty and integrity in our work, accept personal responsibility for our actions, and exercise high ethical standards in our personal and professional lives.

A Community of Faith and Prayer

The Saint Francis community, while respecting the religious beliefs and traditions of others, seeks to listen to the Word of God and to observe the Gospel of Jesus Christ. The University strives to promote the spiritual growth and development of its members and invites all to gather in prayer and worship and, when possible, to participate in the Eucharist and in the sacramental life of the Church. Following the example of Saint Francis, the University is devoted to the Catholic Church and its leaders and strives to serve the educational and spiritual needs of the Church's clergy, religious, and laity.

A Spirit of Simplicity and Joy

Imitating Saint Francis, who called himself the herald of the Great King and the troubadour of God, the Saint Francis community celebrates life in simplicity and joy. With good humor and common sense, we share our stories and teach by good example. We also extend courtesy and hospitality to all guests and to all who wish to join this community.

CAREERS:

According to the American Psychological Association, psychology is one of the three most popular undergraduate majors in the United States.

B.A. or B.S. Graduates: *Immediate Employment.*

The majority of those with bachelor's degrees in psychology –nearly 70% nationwide—work in areas other than psychology. And, according to the American Psychological Association,

“Psychology graduates generally report being pleased that what they studied in school has helped prepare them for both life and work.

Some students stop with a bachelor's degree in psychology and find work [directly] related to their college major (e.g., they may be assistants in rehabilitation centers).People with bachelor's degrees in psychology often possess good research and writing skills, are good problem solvers and have well-developed, higher level thinking abilities when it comes to analyzing, synthesizing and evaluating information. Many find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences and computer programming. They may also work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers and writers.”

APA: <http://www.apa.org/careers/resources/guides/careers.aspx#>

Recent SFU graduates have found employment in areas listed above. Other SFU B.A. and B.S. graduates have found jobs in many other areas, too, including nonprofit organizations (social services, youth organizations), Federal social service programs, university women's center administration, study abroad program administration, university admissions, Federal government research, human resources, international trade, and more.

B.A. or B.S. Graduates: *Graduate School in Related Fields**

A substantial percentage of SFU psychology students, like psychology students nation-wide, find that the undergraduate psychology degree provides a perfect background for graduate work in a variety of related fields. Students who have completed the SFU undergraduate psychology major have gone on to graduate programs in such areas as law, occupational therapy, physician assistant, social work, physical therapy, women's studies, business administration, human resources, and management at a variety of institutions, including Saint Francis University, Dickenson, University of Pittsburgh, Duke University, Virginia Commonwealth University

B.A. or B.S. Graduates: *Graduate School in Psychology**

Master's graduates

According to the American Psychological Association,

“while the doctoral degree is the standard for independent research or practice in psychology, the number of psychology students who pursue a terminal master’s degree has increased sixfold since 1960.....

“Graduates with a master’s degree in psychology may qualify for positions in school and I/O psychology, although in most states they will be prohibited from using “psychologist” as their job or professional title. By APA policy and licensing laws, the term *psychologist* is reserved for individuals with doctoral education and training. Master’s degree holders with several years of experience in business and industry can obtain jobs in consulting and marketing research, while other master’s degree holders may find jobs in government, universities, or the private sector as counselors, researchers, data collectors and analysts. Today, most master’s degrees in psychology are awarded in clinical, counseling and I/O psychology. Two of these three fields — counseling and I/O psychology — enjoy established occupational niches.

“Persons with master’s degrees often work under the direction of a doctoral psychologist, especially in clinical, counseling, school, and testing and measurement psychology.

“Some jobs in industry — for example, in organizational development and survey research — are held by both doctoral- and master’s-level graduates. But industry and government jobs that focus on compensation, training, data analysis and general personnel issues are often filled by those with master’s degrees in psychology.”

APA: <http://www.apa.org/careers/resources/guides/careers.aspx#>)

Recent SFU psychology graduates who have pursued master’s degrees in psychology, including school psychology, have gained admission to a variety of institutions, including Indiana University of Pennsylvania, University of Pennsylvania, Temple University, West Chester, Chatham University, Carlow University, Slippery Rock University, University of Texas-Austin, University of Oregon, and Arizona University.

Doctoral graduates

Generally, only a small percentage of students who complete an undergraduate degree in psychology in the U.S. go on to pursue doctoral degrees in the field. Recent SFU psychology graduates have pursued, or are pursuing, doctoral degrees at a variety of universities, including the University of North Carolina at Greenville, Marshall University, Georgetown University, Indiana University of Pennsylvania, and Indiana University (Bloomington).

“According to data from the Doctorate Employment Survey, the leading full-time employment settings for those with new doctorates in psychology in 2009 were universities/4-year colleges (25.9 percent) and hospitals/other human services (25 percent). Other human service settings included university/college counseling centers, outpatient clinics, and primary care offices or community health centers. About 16 percent of new doctorates worked in government/VA medical center settings, 10 percent in business/nonprofit settings, 8 percent in schools/other

educational settings, 6 percent in medical schools/other academic settings, and slightly less than 6 percent in independent practice.”

APA: <http://www.apa.org/careers/resources/guides/careers.aspx#>)

***In order to gain admission to any graduate program of study, a student must provide a record of academic success. Graduate school admission is highly competitive. As such, for purposes of future applications, the higher your GPA, the better. Admission to doctoral programs in psychology typically requires a GPA of 3.6 or higher, combined with high scores on required standardized admission tests and experience in undergraduate research.**

Department Faculty

Faculty/Interests

Dr. Stephen Baker

Associate Professor

Office: 217 Scotus Hall Phone: 814-472-2769

Email: sbaker@francis.edu

- *Interests:*
 - Autobiographical memories
- *Recent Publications:*
 - Baker, S. H., & Naus, M. J. (2007). Autobiographical memory in long-term breast cancer survivors: Reminiscence and psychological growth. American Psychological Society. Washington, DC.

Dr. Stephen Gilmour

Professor

Office: 216 Scotus Hall Phone: 814-472-3056

Email: sgilmour@francis.edu

- *Interests:*
 - Behavior modification interventions in autistic populations, service-dog training techniques, short-term memory and attentional processes in animals, neuroscience.
- *Recent Presentation:*
 - Gilmour, S.G. (2010). Memory and forgetting. Paper presented to the Cambria County Chamber of Commerce, Johnstown, PA

Dr. Sara King

Professor, Chair

Office: 214 Scotus Hall Phone: 814-472-3081

Email: sking@francis.edu

- *Interests:* Persuasion and propaganda, social justice, psychology of women and gender, personality in the digital age.
- *Recent Publication:*
 - King, S, B. (2010). Military Social Influence: A primer for civilian scholars. Analysis of Social Issues and Public Policy (A journal published by the Society for the Psychological Study of Social Issues).

Dr. Marnie Moist

Associate Professor

Office: 102C Scotus Hall Phone: 814-472-2887

Email: mmoist@francis.edu

- *Interests:* Action research aimed at improving the quality of SFU student learning, Community needs assessment and service learning, Cultural influences on categorization, similarity comparisons, cognitive styles
- *Recent Publication:*
 - Moist, M. L. (2010). Risk Factors for Central Pennsylvania 6th Graders' Reported Intentions to Use Alcohol, Tobacco, and Other Drugs (ATOD use). Paper presented to Communities in Schools of the Laurel Highlands in Ebensburg, PA.

Dr. Olivia Pethtel

Assistant Professor

Office: 217A Scotus Hall Phone: 814-471-1180

Email: opethtel@francis.edu

- *Interests:* *Adult Development and Aging; Cross-cultural developmental research*

Dr. Joshua Watt

Adjunct Professor of Psychology

Interests: Child Clinical Psychology

REQUIREMENTS OF SPECIAL NOTE:

GENERAL ACADEMIC POLICY : See **the SFU online catalog** for general academic policy, including *minimum* requirements for the overall QPA (2.0) , major QPA (2.0), necessity for repeating courses, eligibility of transfer courses, options for pass/fail grades, auditing courses...and much, much more.

http://catalog.francis.edu/content.php?catoid=4&navoid=108#general_requirements_for_graduation

ELIGIBILITY FOR GRADUATION: 128 CREDITS. “To qualify for graduation, a student must have followed a program of study approved by the Provost, completed a total of at least 128 credits and have repeated for an acceptable grade any course in the major field in which the grade of “F” has been received.”

GEN ED WRITING COMPETENCY EXAM: Students MUST take and successfully pass the SFU Writing Competency Exam (EXAM 301). Most students take the WCE in their junior year. For more information, consult the General Education program website.

http://catalog.francis.edu/preview_program.php?catoid=4&poid=502&returnto=112

GEN ED SENIOR KEYSTONE SEMINOR –(or capstone): Students entering SFU in Fall 2012 or AFTER will need to complete a general education senior keystone seminar. Students entering SFU PRIOR to Fall 2012 will need to complete a gen ed capstone. (See COURSE SCHEDULES when you register and look for CORE 403 General Education Senior Capstone options).

PSYCHOLOGY ELECTRONIC PORTFOLIO: Requirements for our psychology major include completion of a two-part electronic portfolio. The Psychology student portfolio documents each student’s academic goals, accomplishments, and future plans. Students should initiate their portfolios (e.g. start keeping electronic copies of Psychology course-related papers!) when they first enroll as a Psychology major. In their junior year, students enroll in Junior Psychology Portfolio (Psyc 365) and meet with the Psychology Portfolio Faculty director and other Psychology majors to discuss their progress. Students enroll in Senior Psychology Portfolio (Psyc 465) to complete their electronic portfolio in their senior year.

Just to be clear: **When the time comes (e.g. in your junior and senior years), you will need to officially register for Psyc 365 and Psyc 465** and the course instructor will contact you about specific meetings, requirements, and deadlines.

The MOST important thing you need to know about the portfolios RIGHT NOW is that you NEED TO KEEP ELECTRONIC COPIES OF ALL OF THE PSYCHOLOGY ASSIGNMENTS/PAPERS that you complete EACH YEAR---including those generated in first and second year psychology classes. You will not necessarily include each and every one of these papers in your final electronic portfolio. But you will probably want to include some of them. You do NOT, of course, need to work on this until your junior year -- but we thought it might be helpful for you to have a copy of the guidelines now.

The Psychology E-Portfolio fulfills the SFU university-wide comprehensive examination requirement.

PSYCHOLOGY CAPSTONE: SFU students are ALSO required to complete a capstone in their major. Psychology majors pursuing Psychology Ph.D. track will complete capstone research. Psychology majors in a Psychology Pre-professional track will complete an internship. Psychology majors in a General Liberal Arts track have a choice: These students can complete an internship OR research project OR a community-service project to fulfill the capstone requirement.

SPECIFIC PSYCHOLOGY DEGREE OPTIONS AND REQUIREMENTS

Listed below are the degrees offered for Psychology Majors at Saint Francis University. See Appendices for degree checklists.

- Bachelor of Arts in Psychology:
 - General Liberal Arts Track
 - Pre-Professional Track
 - Ph.D. Track
- Bachelor of Science in Psychology:
 - General Liberal Arts Track
 - Pre-Professional Track
 - Ph.D. Track

1. Bachelor Of Arts In Psychology: General Liberal Arts Track

Major Requirements

Psychology 101, 201,202(**STAT 101 or 105 AND PSYC 200 can be substituted for Psyc 201-202**), 204, 303, and 398-399,499,OR 501; three of the following basic subdisciplines: Psychology 209, 304, 305, or 314 (Psychology 302 may be substituted for Psychology 314); Psychology 322 or 323; **a Psychology Portfolio (Psychology 365 and 465)**; **nine** additional credits in Psychology (a maximum of three credits each in Psychology 398-399 and 501 applicable to the major); a minor (or major) of the student's choice, the pre-law concentration, or a second major.

2. Bachelor Of Science In Psychology : General Liberal Arts Track

Major Requirements

Psychology 101, 201,202 (**STAT 101 or 105 AND PSYC 200 can be substituted for Psyc 201-202**), 204, 303, and 398-399, 499, OR 501; three of the following basic subdisciplines:Psychology 209, 304, 305, or 323 (Psychology 322 may be substituted for Psychology 323) Psychology 302 or 314; **a Psychology Portfolio (Psychology 365 and 465)**; **nine** additional credits in Psychology (a maximum of three credits each in Psychology 398-399 and 501 applicable to the major); Biology 111; Biology 205,Chemistry 101, or Computer Science 121; and a minor (or major) in Biology, Chemistry, or Mathematics, or Neuroscience.

3. Bachelor of Arts In Psychology : Ph.D. Track

Psychology 101, 201, 202, 204, 205, 303, and 410; one course selected from 415,416, 417, 418, 419, or 501; three of the following subdisciplines: 209, 304, 305, or 314 (Psychology 302 may be substituted for Psychology 314); Psychology 322 or 323; **a Psychology Portfolio (Psychology 365 and 465)**; three additional credits in Psychology, and a minor, second major, or pre-law concentration of the student's choice.

4. Bachelor of Science in Psychology : Ph.D. Track

Psychology 101, 201, 202, 204, 205, 303, and 410; one course selected from 415,416, 417, 418, 419, or 501. Three of the following subdisciplines: 209, 304, 305, or 322 ((Psychology 322 may be substituted for Psychology 323); Psychology 302 or 314; **a Psychology Portfolio (Psychology 365 and 465); three** additional credits in Psychology, and Biology 111; Bio 205 or Chem 101 or Computer Science 121, and a minor or second major in Biology, Chemistry, Mathematics, or Neuroscience.

5. Bachelor of Arts in Psychology : Pre-professional Track

Psychology 101, 201, 202, 204, 303, and 398-399 (an internship from the student's second major or minor can be substituted for Psyc 398-399); three of the following subdisciplines: 209, 304, 305, or 314 (Psychology 302 may be substituted for Psychology 314); Psychology 322 or 323; **a Psychology Portfolio (Psychology 365 and 465); nine** additional credits in Psychology, a minor of the student's choice, the pre-law concentration, or a second major.

6. Bachelor of Science in Psychology : Pre-professional Track

Psychology 101, 201, 202, 204, 303, and 398-399 (an internship from the student's second major or minor can be substituted for Psyc 398-399); three of the following subdisciplines: 209, 304, 305, or 322 (Psychology 322 may be substituted for Psychology 323); Psychology 302 or 314; **a Psychology Portfolio (Psychology 365 and 465); nine** additional credits in Psychology and Biology 111; Bio 205 or Chem 101 or Computer Science 121, and a minor or second major, concentration criminal justice, occupational therapy, physical therapy, business, pre-law, pre-professional studies, social work, or education.

Opportunities

Research

Psychology majors are encouraged to conduct research or participate in ongoing research projects. Students may join a faculty-sponsored research team, or they may design their own project. Independently designed projects require a faculty sponsor.

Internships*

Psychology majors can complete internships in a variety of settings. An internship must be in an approved clinical or research setting under professional supervision. Potential settings include, inpatient units, outpatient clinics, private practices in clinical or I/O psychology, residences for teenagers, agencies for the elderly, child development centers, afterschool programs, foster care services, equine therapy programs, human resources, and camps for special services for adults or children. Prerequisites: psychology major, completion of appropriate related coursework, senior standing, and advisor's permission. **An Internship Contract MUST be completed prior to registering for internship credits. This contract can be located on my.francis, Academics (tab), Academic Forms, Internship Contract.**

****Psychology Internship Guidelines are available in the Appendices that follow. You MUST review these guidelines prior to identifying an internship and completing an internship contract.***

Independent Study

St. Francis University offers students the opportunity to pursue independent study. Oftentimes, psychology majors use this opportunity to conduct research. Students may also elect to pursue other self-designed academically worthy projects, such as independent reading or study of particular topics or theories. All independent study requires a faculty sponsor.

Community Service and Community-based Learning

A community service project provides students with an opportunity to apply knowledge in psychology through engagement in community service. Prerequisites: Senior standing; completion of a minimum of 21 credits in psychology, permission of instructor. Recent SFU psychology majors have worked with a variety of community service projects including Special Olympics, Take Back the Night, One Billion Rising, Science Day, The Dorothy Day Center, and Relay for Life.

Honors in Psychology

To graduate with “Honors in Psychology,” a student must obtain a 3.5 grade point average AND complete an “A”-quality six-credit independent study that is formally approved by at least two full-time members of the psychology faculty.

Outstanding Psychology Major (annual)

The Annual Psychology Award will be given to a senior Psychology major who has had outstanding academic success (as measured by the QPA), has completed a minimum of 80% of their Psychology coursework at SFU (approximately 32 credits), and who has an outstanding record of service to the Psychology department and/or completion of research in Psychology.

Psychology Club

We have an active psychology club where you can expand your academic experience through field trips and other out-of-the-classroom activities: Here are some examples of past activities:

- Pittsburgh Zoo trip to observe how operant conditioning is used with the animals
- Volunteering and fundraising for the charity Autumn's Angels
- Psychology movie nights
- Working with Alpha Phi Omega in bringing therapy dogs in for “Stress-free finals week”
- Discussions on topics such as the cancer experience and flash mobs with connections to current pop culture examples

Psi Chi

You may want to join an honor society such as Psi Chi, International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

To become a member:

- Must be enrolled as a student at Saint Francis
- Must have an established GPA at Saint Francis
- Must be at least a second-semester sophomore
- Must be enrolled as a major or minor in a psychology program or a program psychological in nature that is equivalent to a psychology major
- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Must have an overall GPA that is in the top 35% of their class based on rankings within sophomore, within junior, and within senior classes across the entire university, or across the college that houses the department of psychology.
- Must have a psychology GPA that is at least 3.00 on a 4-point scale

Study Abroad

From The SFU Study Abroad website:

“The Center for International Education and Outreach is dedicated to fostering a ‘culture of study abroad’ at Saint Francis University. Our diverse international programs give students an exciting way of completing credits and/or offering service.

Why study abroad?

“Study abroad will introduce you to a new culture, a new way of life. You will learn to recognize and appreciate how culture determines values and behaviors. Study abroad will help you develop skills and give you experience a classroom setting could never provide. In addition to making friends around the world, study abroad will increase your self confidence and will have a lasting impact on your world view.

Study Abroad programs regularly offered in Ambielet, France, Parma, Italy, as well as in the U.K., Ireland, and various countries in Central and South America”

- **Contact Study Abroad:**

Juliana Horvath
 Director of The Center for International Education & Outreach
jhorvath@francis.edu
 814-472-3245
 214 Schwab Hall

FREQUENTLY ASKED QUESTIONS

What are General Education Requirements? A description of the general education program is listed below. All students need to complete the “Inner Core,” that includes courses in the Humanities, Social Sciences, and Natural Sciences, and a “Thematic Minor,” which is a (restricted) selection of courses, also drawn from the Humanities, Social Sciences, and Natural Sciences, that address a particular topic.

FOR A COMPLETE LISTING OF GENERAL EDUCATION REQUIREMENTS go to the SFU online catalog:

http://catalog.francis.edu/preview_program.php?catoid=4&poid=502&returnto=112

Ethical Citizenship for the 21st Century*

“Every university has a General Education curriculum designed to complement the specialized courses in your academic major. At Saint Francis University our general education curriculum helps us remain true to our liberal arts roots and our Franciscan heritage by encouraging you to examine ethical issues, demonstrate global awareness, become actively involved in community service and prepare yourself for lifelong learning.

“Through our General Education program, *Ethical Citizenship for the 21st Century*, you’ll build for yourself a solid academic base, establish critical thinking skills, a love for learning, and a strong moral foundation—essential tools for your success in today’s world. The program extends beyond the classroom to include lectures, presentations, performances, service projects and other educational activities. The result is an educational experience that is diverse and practical, and at the same time integrated and focused.

General Education Thematic Minors

“One of the unique things about the General Education curriculum at Saint Francis is that you can choose to target your general education requirements to earn a "General Education Thematic Minor." Topics include:

- Active Citizenship
- Global Community
- Science, Technology, and Society
- Social Justice and Peacemaking
- Sustainability and the Environment
- Utopian and Dystopian Visions
- Women, Family, and the Community

For more information:

View the [full General Education curriculum](#) in our course catalog. You may also contact the Office of General Education at 814-472-3149.”

The General Education overview above is copied from the SFU online catalog:

<http://francis.edu/general-education/>

HOW TO SELECT AN ACADEMIC MINOR:

All psychology students are required to complete an Academic Minor in fulfillment of the requirements for an undergraduate degree in psychology.

Students tend to use one of three strategies for selecting a minor (or second) major: (1) They pursue a concentration of courses that: (1) bring them great joy and connect to psychology in the ways that delights them most, (2) might help them define, or better prepare for, a career or graduate school application, or (3) both.

Recent SFU psychology students have completed academic minors in many areas, including neuroscience, social responsibility, criminal justice, social work, sociology, English literature, Spanish, sign language, biology, education, philosophy, religious studies, math, computer science, and business administration.

SFU psychology majors have also completed second majors in many of the areas above or in such pre-professional programs as Occupational Therapy, Physical Therapy, or Physician Assistant.

Two Key Psychology Resources

There are many important professional associations in psychology. Two that you will need to work with extensively in your undergraduate –and professional—career include:

Websites

- American Psychological Association (APA): www.apa.org
- Association for Psychological Science (APS): <http://www.psychologicalscience.org/>

Visit these websites often (on your own) to learn about current events in psychology, psychologists' response to current events in the U.S. and globally, access student resources, and to get information about careers.

Appendices

Course Descriptions

PSYC 101 - Introduction to Psychology (3 credits)

Overview of the major areas of study within psychology: experimental psychology, physiological psychology, sensation and perception, motivation and emotion, psychology of consciousness, theories of learning, cognitive psychology, developmental psychology, social psychology, theories of personality, tests and measurements, abnormal psychology, and clinical psychology. *Fall, Spring, Summer.*

PSYC 200 Quantitative Research Methods - (3 credits) Catalogue Description:

This course is an introduction to research methods in psychology with particular focus on quantitative methods. The principles apply to research with human subjects in a variety of disciplines. Specific objectives include becoming familiar with varying research methodologies and particular problems inherent to specific areas of psychological research, identifying when causal conclusions are warranted, learning how research is conducted through all phases of the research process, analyzing and critically evaluating research results, communicating the results of research with others, and understanding ethical standards. Students are recommended to take Math 101 prior to enrolling in this course. Prerequisites: PSYC 101; STAT 101 or STAT 205; MATH 101 recommended. *Spring.*

PSYC 201 - Research Methods and Statistics I

(3 credits) The purpose of this course is to introduce students to the process of carefully and ethically planning psychological research, as well as using descriptive and inferential statistics to analyze and interpret data. Students will learn how to properly conduct experiments and field experiments, write effective surveys, and accurately distinguish between quasi-experimental and correlational designs and results. Emphasis will be placed on understanding research variables, threats to internal validity, other basic research design issues, and critical reading of research articles. Hand calculation of descriptive statistics, supplemented by Excel and SPSS software instruction, will be required as students learn to apply basic statistical concepts in the context of studying human participants. An APA-style research proposal will be the final project for this course. Students are recommended to take Math 101 prior to enrolling in this course. Prerequisite: PSYC 101 ; MATH 101 recommended. Fall, Spring.

PSYC 202 - Research Methods and Statistics II

(3 credits) This course will enable students to complete the research project proposed by the end of PSYC 201. Students will learn more complex research design issues as they continue to critically read research, gain experience testing participants, statistically analyze and graph data, and write up a full APA-style research report of their findings. Emphasis will also be placed on single-subject research designs, basics of qualitative research, and program evaluation in order to add breadth to

students' knowledge of types of research conducted in psychology and related fields. Continued experience with SPSS will be required, and the importance of using converging measures to interpret research project findings will also be addressed. PSYC 101 and PSYC 201; MATH 101 recommended. Fall, Spring.

PSYC 203 - Qualitative Methods

(3 credits) Introduction to the variety, application, and utility of qualitative research methods in psychology. The course promotes consideration of arguments about the limitations of positivistic methodology in the study of such complex human processes as the construction of meaning and intentional, or purposive, behavior. Methods reviewed include observation, case studies, archival research, and methods associated with Narrative Psychology, including interviewing and discourse analysis. PSYC 101 As needed.

PSYC 204 – Personality

(3 credits) The major traditional and contemporary theories of personality; representative theorists from psychology's multiple perspectives regarding the role of cognitive, psychodynamic, learning, sociocultural, and biological variables. Emphasis on practical application, with a special focus on behavior related to environmental sustainability. Prerequisite: PSYC 101 . Fall.

PSYC 205 - Abnormal Psychology

(3 credits) The nature of behavioral and personality disorders. Psychoses, addictions, sexual disorders, and suicide. Discussion of physiological, mental, cultural, and interpersonal factors. Prerequisite: PSYC 101 . Fall and Spring.

PSYC 206 - Health and Exercise Psychology

(3 credits) Overview of psychological theories related to the promotion and maintenance of a healthy lifestyle, with particular interest in the role of exercise in healthy behavior. This course also focuses on intervention techniques used to promote healthy behavior, along with consideration of the overall consequences of healthy and unhealthy behavior. Prerequisite: PSYC 101 . Spring.

PSYC 209 - Developmental Psychology

(3 credits) Comprehensive study of the theories, concepts, and empirical research which investigates human development from conception to death. Consideration of basic questions such as the relative contribution of "nature" and "nurture," the presence or absence of predictability and continuity in development, and the question of human uniqueness. Investigation of psychological, biological, and

environmental influences on development. Topics include cognitive, personality, social, and emotional development. Prerequisite: PSYC 101 . Fall.

PSYC 302 - Sensation and Perception

(3 credits) The structure and functions of the sensory organs. Attention to vision, hearing, taste, smell, cutaneous senses, and body senses. Discussion of brain processes involved in perceiving external and internal stimuli. The relationship between perception and cognition. Prerequisite: PSYC 101 . Fall, odd years.

PSYC 303 - Learning

(3 credits) An overview of the systemic approaches that have been taken to study how relatively enduring changes in behavior emerge as a function of experience. Topics include classical conditioning, operant conditioning, social learning, and behavior modification techniques. Two and one-half hours of regular lecture-recitation class meetings per week and a weekly 0-credit animal lab. Prerequisite: PSYC 101 . Fall.

PSYC 304 - Social Psychology

(same as Sociology 304) (3 credits) Review of the principles, data, and theories investigating the individual in relationship to other people. Topics include interpersonal attraction, person perception, conflict and aggression, attitude formation, persuasion, altruism, conformity, and group processes. Emphasis on practical application, including application to such areas as consumerism, psychology and law. Prerequisite: PSYC 101 . Spring.

PSYC 305 - Memory and Cognition

(3 credits) The experimental analysis of mental activities involved in the acquisition and use of information. Topics include attention, pattern recognition, language, memory, skill acquisition, problem solving, decision making, and artificial intelligence. PSYC 101 Spring.

PSYC 314 - Biopsychology

(3 credits) The biological bases of mind and behavior; the relationship between external and mental stimuli and physiological processes: historical background, methodology, psychophysiological recording techniques, neuroanatomy, neurophysiology, sensation and perception, motivation and emotion, attention, arousal, learning, and physiological self-regulation. Special attention to psychoactive drugs. Prerequisite: PSYC 101 . Spring.

PSYC 321 - Sports Psychology

(3 credits) Sport psychology examines the application of psychological theory, research methods, and intervention techniques in the realm of sport and physical activity. It includes the study of cognitive, emotional and social factors influencing individual and group performance. Prerequisite: PSYC 101 . Fall, even years.

PSYC 322 - Psychology of Women and Gender

(3 credits) This course will examine the ways in which women are, and have been, conceptualized in psychological theory and research. It will also investigate the ways in which gender and sex role identity affect individual experiences in a variety of areas including social relationships, achievement, and psychological adjustment. Considerations of race and class will be taken into account in a broad discussion of basic topics and methods in psychology. Prerequisite: PSYC 101 . Spring, even-numbered years.

PSYC 323 - Cultural Psychology

(3 credits) An investigation of the role of culture in shaping human thought, emotion, and behavior. Of central interest are those theories which explore the relationship between culture and the individual construction of meaning. Attention is also devoted to cross-cultural studies in such areas as development, cognition, and personality. This course includes introduction to methods of study in cultural psychology. Prerequisite: PSYC 101 , PSYC 209 recommended. Spring, odd-numbered years.

PSYC 365 - Junior Psychology Portfolio

(0 credit) Students will meet to hone an electronic portfolio that focuses on development of skills, values, and knowledge bases in Psychology and underscores connections between all SFU undergraduate educational experiences, including applied learning, general education, study abroad, and work in associated disciplines. The Psychology Portfolio also fosters attention to career planning. Pre-requisite: Advisor approval. Fall/ spring.

PSYC 398 - Psychology Internship

(3-15 credits) Experience in an approved clinical or research setting under professional supervision. Potential settings include institutions for the retarded, residences for teenagers, agencies for the elderly, child development centers, and outpatient clinics. Prerequisites: psychology major, senior standing, and advisor's permission. Fall, Spring, Summer.

PSYC 399 - Psychology Internship

(3-15 credits) Experience in an approved clinical or research setting under professional supervision. Potential settings include institutions for the retarded, residences for teenagers, agencies for the elderly, child development centers, and outpatient clinics. Prerequisites: psychology major, senior standing, and advisor's permission. Fall, Spring, Summer.

PSYC 401 - History and Systems of Psychology

(3 credits) The major developments in the history of psychology; the biological, philosophical, sociological, and religious roots of psychology, from ancient man to the 20th century. Emphasis on the relationship between psychological theories and the periods in which they arose. Prerequisite: PSYC 101 . Recommended for students who are planning to pursue graduate study in psychology. As needed.

PSYC 405 - Existentialism

(same as Philosophy 405) (3 credits) The existential approach to the development of human consciousness: perception, emotion, and commitment in the works of Kierkegaard, Nietzsche, Heidegger, and Sartre (and others). Theories of phenomenological research and counseling in psychology. Prerequisite: PHIL 205 .

PSYC 406 - Clinical and Counseling Psychology

(3 credits) Major models of clinical psychology. Psycho analytic, Rogerian, Gestalt, and community approaches to treatment, techniques of art and family therapy. Use of demonstration and role playing to highlight therapeutic technique. Prerequisites: PSYC 101 and PSYC 204 or PSYC 205 , or permission of instructor. Spring, even-numbered years.

PSYC 407 - Psychometrics

(3 credits) An introduction to psychological assessment techniques in areas such as intelligence, achievement, interests, and personality. Emphasis is placed on basic concepts, principles, theories, and methodologies implicit in the construction and interpretation of psychological tests. Topics include measurement of validity and reliability, norming, response bias, and multicultural assessment. Prerequisite: PSYC 101 , PSYC 201 . Spring, odd-numbered years.

PSYC 410 - Advanced Research

(3 credits) Periodic course discussions will encourage peer review and feedback on individual research projects, as well as provide the opportunity to discuss brief case studies related to

responsible test use in applied settings. Class collaboration on a community service research will also be required. This course will cover more advanced research design issues, including case study research, survey creation with follow-up item-analysis and calculations of various kinds of reliability and validity, community needs assessment, and program evaluation. Advanced statistical analyses, such as multiple regression, will also be covered. Some emphasis will also be placed on the administration and interpretation of commonly used clinical assessment tools and appropriate communication and use of results for decision-making purposes. Pre-requisites: Psychology 201 and 202 . Spring.

PSYC 415 - Research Seminar

(4 credits) Advanced research methodology and analysis. Each student will conduct a study based upon a formal research proposal developed during the first part of the course. Students will write formal articles based upon their studies for possible submission to professional journals.

Prerequisites: PSYC 201 or PSYC 202 (and its prerequisites), permission of instructor, additional prerequisites listed below. 1. Physiological Psychology, Psychophysiology, and Perception — Additional Prerequisite: PSYC 302 or PSYC 314 ; 2. Cognitive and Social Psychology — Additional Pre requisite: PSYC 303 or PSYC 304 ; 3. Developmental Psychology — Additional Pre requisite: PSYC 209 or 210. As needed.

PSYC 416 - Research Seminar

(4 credits) Advanced research methodology and analysis. Each student will conduct a study based upon a formal research proposal developed during the first part of the course. Students will write formal articles based upon their studies for possible submission to professional journals.

Prerequisites: PSYC 201 or PSYC 202 (and its prerequisites), permission of instructor, additional prerequisites listed below. 1. Physiological Psychology, Psychophysiology, and Perception — Additional Prerequisite: PSYC 302 or PSYC 314 ; 2. Cognitive and Social Psychology — Additional Pre requisite: PSYC 303 or PSYC 304 ; 3. Developmental Psychology — Additional Pre requisite: PSYC 209 or 210. As needed.

PSYC 417 - Research Seminar

(4 credits) Advanced research methodology and analysis. Each student will conduct a study based upon a formal research proposal developed during the first part of the course. Students will write formal articles based upon their studies for possible submission to professional journals.

Prerequisites: PSYC 201 or PSYC 202 (and its prerequisites), permission of instructor, additional prerequisites listed below. 1. Physiological Psychology, Psychophysiology, and Perception — Additional Prerequisite: PSYC 302 or PSYC 314 ; 2. Cognitive and Social Psychology — Additional Pre requisite: PSYC 303 or PSYC 304 ; 3. Developmental Psychology — Additional Pre requisite: PSYC 209 or 210. As needed.

PSYC 418 - Research Seminar

(4 credits) Advanced research methodology and analysis. Each student will conduct a study based upon a formal research proposal developed during the first part of the course. Students will write formal articles based upon their studies for possible submission to professional journals.

Prerequisites: PSYC 201 or PSYC 202 (and its prerequisites), permission of instructor, additional prerequisites listed below. 1. Physiological Psychology, Psychophysiology, and Perception — Additional Prerequisite: PSYC 302 or PSYC 314 ; 2. Cognitive and Social Psychology — Additional Pre requisite: PSYC 303 or PSYC 304 ; 3. Developmental Psychology — Additional Pre requisite: PSYC 209 or 210. As needed.

PSYC 419 - Research Seminar

(4 credits) Advanced research methodology and analysis. Each student will conduct a study based upon a formal research proposal developed during the first part of the course. Students will write formal articles based upon their studies for possible submission to professional journals.

Prerequisites: PSYC 201 or PSYC 202 (and its prerequisites), permission of instructor, additional prerequisites listed below. 1. Physiological Psychology, Psychophysiology, and Perception — Additional Prerequisite: PSYC 302 or PSYC 314 ; 2. Cognitive and Social Psychology — Additional Pre requisite: PSYC 303 or PSYC 304 ; 3. Developmental Psychology — Additional Pre requisite: PSYC 209 or 210. As needed.

PSYC 421 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 422 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 423 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 424 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 425 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 426 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 427 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 428 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 429 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 430 - Special Topics Seminar

(1-6 credits) In-depth treatment of a topic of current interest. Emphasis on readings and classroom discussion. Prerequisites: PSYC 101 , junior standing. As needed.

PSYC 465 - Senior Psychology Portfolio

(0 credit) Students will meet to hone an electronic portfolio that focuses on development of skills, values, and knowledge bases in Psychology and underscores connections between all SFU undergraduate educational experiences, including applied learning, general education, study abroad, and work in associated disciplines. The Psychology Portfolio also fosters attention to career planning. Successful completion of this e-portfolio will fulfill the university requirement for a comprehensive evaluation in the student's major field of study Pre-requisites: PSYC 365 ; Advisor approval Fall/ spring.

PSYC 499 - Senior Capstone Service Project

(0 credits) The Senior Capstone Service Project provides students with an opportunity to apply knowledge in psychology through engagement in community service. Prerequisites: Senior standing; completion of a minimum of 21 credits in psychology, permission of instructor. Fall, Spring.

PSYC 501 - Independent Study in Psychology (1-8 credits)

ELECTRONIC PORTFOLIO: SAMPLE GUIDELINES

SAINT FRANCIS UNIVERSITY PSYCHOLOGY PORTFOLIO –SAMPLE GUIDELINES

The Psychology student portfolio documents each student's academic goals, accomplishments, and future plans. Students initiate their portfolios when they first enroll as a Psychology major. In their junior year, students enroll in Junior Psychology Portfolio (Psyc 365) and meet with the Psychology Portfolio Faculty director and other Psychology majors to discuss their progress. Students enroll in Senior Psychology Portfolio (Psyc 465) to complete their electronic portfolio in their senior year.

A well-done portfolio demonstrates a student's skills, knowledge, and values across a variety of tasks and objectives. The portfolio contents are based, in part, on the undergraduate learning goals and outcomes proposed by the American Psychological Association and embraced by the Saint Francis University Psychology Department faculty.

The portfolio is designed to serve as a resource for students, advisors, internship supervisors, study abroad coordinators, as well as prospective employers. Each content or competency area should contain the **best** sample or demonstration of a student's ability in that area. Proposed content areas for the portfolio are:

- I. Forward to the Portfolio (**Home page**)
- II. Goal Statements & Career Planning
 - A. First-year goal statement (identify your primary post-graduation goals).
 - B. Junior year goal statement (Psyc 365)
 - C. *Senior-Year Goal Statement*. This should identify your major post-graduation goals. (Psyc 465)
 - D. Your current professional *résumé* or CV
 - E. An annual reflection about the ways that selected classes in psychology, AND in your second major or minor, and in general education have shaped your personal and professional development.
- III. **Writing Abilities:** This portfolio that represents your best writing and conceptualizing skills.
 - A. This portfolio section must include at least one paper from a psychology class.
 - B. You must also include a reflective essay in Psyc 365 about your progress in your writing skill.
- IV. **Critical Thinking Abilities:**
 - A. Assignments or projects that demonstrate problem-solving abilities, critical thinking, analysis.
 - B. You must also include a reflective essay in Psyc 365 and Psyc 465 about your progress in critical thinking.
- V. **Research Skills:**
 - A. To include a *research proposal*, *experimental write-up*, journal publication, or poster presentation. The section must include at least one paper from a psychology course.
 - B. You must also include a reflective essay in Psyc 365 and Psyc 465 about your progress in understanding in and skill related to research in psychology.

VI. Applied Experience:

This section will include your work in service learning (e.g. Psyc 499), internship (Psyc 398-399), or study abroad.

VII. University/Community Contributions:

A summary of your contributions to the university and general community, including organizations, clubs, social service projects, committees, and service to the Psychology department.

VIII. Miscellaneous: Other important academic accomplishments such as creative writing samples, or artistic projects.

IX. Awards & Honors: Certificates

GRADING: Psyc 365, Junior Psychology Portfolio, and Psyc 465, Senior Psychology Portfolio, will be graded P/F.

DEGREE CHECKLISTS

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY: GENERAL LIBERAL ARTS TRACK

I. Required Core Psychology Courses:	Credits		
Psyc 101 – Intro Psychology	3 _____		
Psyc 201 – Research Methods and Statistics I	3 _____		
Psyc 202 – Research Methods and Statistics II	3 _____		
(STAT 101 or 205 AND PSYC 200 can be substituted for Psyc 201-202)			
Psyc 204 – Personality	3 _____		
Psyc 303 – Psychology of Learning	3 _____		
Psychology of Learning Lab	0 _____		
Portfolio:			
Psyc 365 – Junior Psychology Portfolio	0 _____		
Psyc 465 – Senior Psychology Portfolio	0 _____		
Psychology Capstone – One of the following:			
Psyc 398-399 – Internship*	3-15 _____		
Psyc 499 – Community Service Project	0-3 _____		
Psyc 501 – Independent Study	1-8 _____		
II. Basic Subdisciplines – Three of the following:			
Psyc 209 – Developmental Psychology	3 _____		
Psyc 304 – Social Psychology	3 _____		
Psyc 305 – Memory and Cognition	3 _____		
M & C Lab	0 _____		
Psyc 314 – Biopsychology	3 _____		
(Psyc 302 may be substituted for Psyc 314)			
III. Cultural or Women and Gender – one of the following:			
Psyc 322 – Psychology of Women and Gender	3 _____		
Psyc 323 – Cultural Psychology	3 _____		
IV. Nine additional credits in Psychology			
_____ 3	_____ 3	_____ 3	
V. A Minor, a second major, or completion of the pre-law concentration			
Student's choice.	_____	_____	_____
*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)			
Writing Competency Exam (EXAM 301) _____		Gen Ed Capstone (CORE 403) _____	

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN PSYCHOLOGY: GENERAL LIBERAL ARTS TRACK

I. Required Core Psychology Courses:

Psyc 101 – Intro Psychology 3 _____

Psyc 201 – Research Methods and Statistics I 3 _____

Psyc 202 – Research Methods and Statistics II 3 _____

(STAT 101 or 205 AND PSYC 200 can be substituted for Psyc 201-202)

Psyc 204 – Personality 3 _____

Psyc 303 – Psychology of Learning 3 _____

Psychology of Learning Lab 0 _____

Portfolio:

Psyc 365 – Junior Psychology Portfolio 0 _____

Psyc 465 – Senior Psychology Portfolio 0 _____

Psychology Capstone – One of the following:

Psyc 398-399 – Internship* 3-15 _____

Psyc 499 – Community Service Project 0-3 _____

Psyc 501 – Independent Study 1-8 _____

II. Basic Subdisciplines – Three of the following:

Psyc 209 – Developmental Psychology 3 _____

Psyc 304 – Social Psychology 3 _____

Psyc 305 – Memory and Cognition 3 _____

M & C Lab 0 _____

Psyc 322 – Psychology of Women & Gender 3 _____

(Psyc 323, Cultural Psychology, may be substituted for Psyc 322)

III. Sensation & Perception or Biopsychology – one of the following:

Psyc 302 – Sensation and Perception 3 _____

Psyc 314 – Biopsychology 3 _____

IV. Nine additional credits in Psychology

_____ 3cr _____ 3cr _____ 3cr

V. Natural Science:

Bio 111 – Intro to Biology 4 _____

Bio 205 – Human anatomy & Physiology 4 _____

Chem 101 – Chemical Principles I 3 _____

CPSC 121 – Introduction to Programming 3 _____

VI. A Minor (or a major) In Biology, Chemistry, Mathematics, Computer Science or Neuroscience

*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)

Writing Competency Exam (EXAM 301) _____

Gen Ed Capstone (CORE 403) _____

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY: PH.D. TRACK**I. Required Core Psychology Courses:****Credits**

Psyc 101 – Intro Psychology	3 _____
Psyc 201 – Research Methods and Statistics I	3 _____
Psyc 202 – Research Methods and Statistics II	3 _____
Psyc 204 – Personality	3 _____
Psyc 205 – Abnormal Psychology	3 _____
Psyc 303 – Psychology of Learning	3 _____
Psychology of Learning Lab	0 _____
Psyc 410 – Advanced Research	3 _____

Additional Research: One of the following:

Psyc 415 – Research Seminar	4 _____
Psyc 416 - Research Seminar	4 _____
Psyc 417 - Research Seminar	4 _____
Psyc 418 - Research Seminar	4 _____
Psyc 419 - Research Seminar	4 _____
Psyc 501 – Independent Study in Psychology	1-8 _____

Portfolio:

Psyc 365 – Junior Psychology Portfolio	0 _____
Psyc 465 – Senior Psychology Portfolio	0 _____

II. Basic Subdisciplines – Three of the following:

Psyc 209 – Developmental Psychology	3 _____
Psyc 304 – Social Psychology	3 _____
Psyc 305 – Memory and Cognition	3 _____
M & C Lab	0 _____
Psyc 314 – Biopsychology	3 _____

(Psyc 302 may be substituted for Psyc 314)

III. Cultural or Women and Gender – one of the following:

Psyc 322 – Psychology of Women and Gender	3 _____
Psyc 323 – Cultural Psychology	3 _____

IV. Three additional credits in Psychology

_____ 3 _____ 3 _____ 3

V. A Minor, a second major, or completion of the pre-law concentration Student's choice.

*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)

Writing Competency Exam (EXAM 301) _____

Gen Ed Capstone (CORE 403) _____

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN PSYCHOLOGY: PH.D. TRACK.

Required Core Psychology Courses:	Credits
Psyc 101 – Intro Psychology	3 _____
Psyc 201 – Research Methods and Statistics I	3 _____
Psyc 202 – Research Methods and Statistics II	3 _____
Psyc 204 – Personality	3 _____
Psyc 205 – Abnormal Psychology	3 _____
Psyc 303 – Psychology of Learning	3 _____
Psychology of Learning Lab	0 _____
Psyc 410 – Advanced Research	3 _____

Additional Research: One of the following:

Psyc 415 – Research Seminar	4 _____
Psyc 416 - Research Seminar	4 _____
Psyc 417 - Research Seminar	4 _____
Psyc 418 - Research Seminar	4 _____
Psyc 419 - Research Seminar	4 _____
Psyc 501 – Independent Study in Psychology*	1-8 _____

Portfolio:

Psyc 365 – Junior Psychology Portfolio	0 _____
Psyc 465 – Senior Psychology Portfolio	0 _____

II. Basic Subdisciplines – Three of the following:

Psyc 209 – Developmental Psychology	3 _____
Psyc 304 – Social Psychology	3 _____
Psyc 305 – Memory and Cognition	3 _____
M & C Lab	0 _____
Psyc 314 – Biopsychology	3 _____
(Psyc 302 may be substituted for Psyc 314)	

III. Sensation & Perception or Biopsychology – one of the following:

Psyc 302 – Sensation and Perception	3 _____
Psyc 314 – Biopsychology	3 _____

IV. Three additional credits in Psychology

_____ 3 _____ 3 _____ 3

V. Natural Science:

Bio 111 – Intro to Biology	4 _____
Bio 205 – Human anatomy & Physiology	4 _____
Chem 101 – Chemical Principles I	3 _____
CPSC 121 – Introduction to Programming	3 _____

VI. A Minor (or a second major) In Biology, Chemistry, Mathematics, computer science or Neuroscience

*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)

Writing Competency Exam (EXAM 301) _____ Gen Ed Capstone (CORE 403) _____

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY:**PRE-PROFESSIONAL TRACK****I. Required Core Psychology Courses:****Credits**

Psyc 101 – Intro Psychology	3 _____
Psyc 201 – Research Methods and Statistics I	3 _____
Psyc 202 – Research Methods and Statistics II	3 _____
Psyc 204 – Personality	3 _____
Psyc 303 – Psychology of Learning	3 _____
Psychology of Learning Lab	0 _____
Psyc 398-399 – Internship*	3-15 _____

(An internship from the student's second major or minor can be substituted for Psyc 398-399)

Portfolio:

Psyc 365 – Junior Psychology Portfolio	0 _____
Psyc 465 – Senior Psychology Portfolio	0 _____

II. Basic Subdisciplines – Three of the following:

Psyc 209 – Developmental Psychology	3 _____
Psyc 304 – Social Psychology	3 _____
Psyc 305 – Memory and Cognition	3 _____
M & C Lab	0 _____
Psyc 314 – Biopsychology	3 _____

(Psyc 302 may be substituted for Psyc 314)

III. Cultural or Women and Gender – one of the following:

Psyc 322 – Psychology of Women and Gender	3 _____
Psyc 323 – Cultural Psychology	3 _____

IV. Nine additional credits in Psychology

_____ 3 _____ 3 _____ 3

V. A Minor, second major, or pre-law concentration

Student's choice _____ _____ _____

*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)

Writing Competency Exam (EXAM 301) _____

Gen Ed Capstone (CORE 403) _____

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN PSYCHOLOGY:**PRE-PROFESSIONAL TRACK****I. Required Core Psychology Courses:****Credits**

Psyc 101 – Intro Psychology	3 _____
Psyc 201 – Research Methods and Statistics I	3 _____
Psyc 202 – Research Methods and Statistics II	3 _____
Psyc 204 – Personality	3 _____
Psyc 303 – Psychology of Learning	3 _____
Psychology of Learning Lab	0 _____
Psyc 398-399 – Internship*	3-15 _____

(An internship from the student's second major or minor can be substituted for Psyc 398-399)

Portfolio:

Psyc 365 – Junior Psychology Portfolio	0 _____
Psyc 465 – Senior Psychology Portfolio	0 _____

II. Basic Subdisciplines – Three of the following:

Psyc 209 – Developmental Psychology	3 _____
Psyc 304 – Social Psychology	3 _____
Psyc 305 – Memory and Cognition	3 _____
M & C Lab	0 _____
Psyc 322 – Psychology of Women & Gender	3 _____

(Psyc 323, Cultural Psychology, may be substituted for Psyc 322)

III. Sensation & Perception or Biopsychology – one of the following:

Psyc 302 – Sensation and Perception	3 _____
Psyc 314 – Biopsychology	3 _____

IV. Nine additional credits in Psychology

_____ 3 _____ 3 _____ 3

V. Science – one of the following:

Bio 111 – Intro to Biology	4 _____
Bio 205 – Human anatomy & Physiology	4 _____
Chem 101 – Chemical Principles I	3 _____
CPSC 121 – Introduction to Programming	3 _____

VI. A minor or second major in: criminal Justice, occupational therapy, Physical Therapy, Business, Pre-law, pre-professional studies, social work, or education

*(Maximum of 3 credits each in Psyc 398-399 and 501 can be used to fulfill major requirements.)

Writing Competency Exam (EXAM 301) _____

Gen Ed Capstone (CORE 403) _____

PSYCHOLOGY INTERNSHIP GUIDELINES

PSYCHOLOGY INTERNSHIPS

I. THE PURPOSE OF INTERNSHIPS:

- a. **Synthesis of skills, knowledge, and values:** An internship can provide a rich opportunity to apply and integrate the skills, knowledge, and values derived from coursework in psychology and in your general education.
- b. **Help in identification of desired employment or desired area of future graduate study:** An internship can be very helpful for a student in terms of providing important information concerning the types of institutional settings, client populations, theoretical orientations, and practical approaches that the student might find most or least desirable in future employment or graduate study.
- c. **Facilitate acquisition of professional skills and understanding of professional ethical obligations:** The opportunity to observe professionals and to work under the supervision of practicing psychologists can help promote student development of professional skills and understanding of professional standards.
- d. **Serve the needs of the internship host:** One goal of community placements is to serve the needs of the host institution or agency.
- e. **Establishing links between Saint Francis University and the community:** The successful education of future professionals obviously requires a cooperative effort between colleges and universities and other private and professional institutions. Internships provide one means to this end.
- f. **Adding to or changing the nature of your resume:** Some employers do seem to value work experience when evaluating the applications of potential employees. At the very least, it provides them with an additional source of information about your performance. **It should be noted, however,** that almost all graduate programs in psychology are primarily interested in your **academic skills**. Some internship taken at the expense of two or more upper-level courses may weaken rather than strengthen a graduate application. Sometimes summer employment in your area of interest can allow you to achieve the goals of internship experience without introducing other costs. On the other hand, there are competitive internship placement options which do offer distinct advantages for those seeking admission to graduate programs in psychology.

II. INTERNSHIP SITES IN PSYCHOLOGY:

Each student interested in an internship is responsible for identification of possible placement sites. See section below for additional information concerning site selection. The following list is designed to provide a sample of internship placements secured in the past by psychology majors.

- a. **Clinically-related sites:** The Washington Center for Internships and Academic Seminars in Washington D.C. provides housing, supporting classroom instruction, and clinically-related placement options. Information concerning application procedures and deadlines is available on the internet at <http://www.twc.edu>. Materials are also available in Dr. King's office (Scotus 310).
- b. **Other applied settings:** Saint Francis psychology majors have arranged internships related to special education (ARIN), community organizations (the Dorothy Day Center, labor union organizing, parent associations, and women's shelters), high school-college support programs (e.g. Upward Bound), and industrial psychology (personnel office in major corporations).
- c. **Research setting:** The most sophisticated research settings in which SFU students have served as interns have been those established through the above-mentioned Washington Center. SFU students have secured placements in National Institute for Mental Health research projects related to developmental, community, and clinical psychology. Other SFU psychology majors have established internship placements in corporate research laboratories.

III. Qualifications for Internships in Psychology:

- a. Junior or senior class standing.
- b. Successful completion of available coursework relevant to the internship in question.
- c. Recommendation by at least one full-time SFU psychology faculty member for the specific internship in question and approval by the psychology internship coordinator.
- d. An invitation by a specific site (contingent on recommendation, application, and successful site interview).
- e. Although a student may register for 2-15 credits in internship (or practicum), **ONLY THREE CREDITS are applicable to fulfill the requirements of the psychology major.** Any remaining credits must be elective.

IV. Criteria for Selecting an Internship Site:

- a. For clinically-related internships, the on-site supervisor **MUST** be a licensed Ph.D. psychologist or a master's level psychologist working under the supervision of a licensed clinician.
- b. For research-related and other applied psychology setting, if the student is seeking internship credit in psychology, the supervisor should be a PH. D. or masters-level psychologist. Exceptions can be made when the student is attempting to establish a bridge between her/his undergraduate psychology major and anticipated employment or graduate work in psychology-related fields such as education, research, business, or community organization.
- c. The internship site must be willing to provide, and capable of providing, a meaningful supervised work experience for the duration of the agreed-upon term of the internship, and to report on the student's performance.
- d. The internship site must be willing to allow the faculty coordinator to make on-site visits to observe the student's performance.
- e. The internship site must provide the student intern with a professional opportunity that provides substantially new areas of knowledge for him/her and constitutes work worthy of academic credit. Existing employment will not be approved for internship credit.

V. Procedure: Site Identification

a. Site Identification: The Student's Responsibilities

1. Arrange a meeting with the Psychology Faculty internship coordinator to discuss potential placement sites. Be certain to do the **AT LEAST** four weeks **prior** to registration for the semester during which you hope to schedule the internship. Discuss the idea of an internship placement with you advisor **AT LEAST** one semester prior to beginning your internship planning.
2. Obtain Saint Francis University internship application and guidelines from the Office of Academic Affairs.
3. After you and the faculty coordinator have discussed potential sites, contact the site(s) in which you would like seek placement to arrange an interview.
4. Arrange a follow-up meeting with the Psychology Faculty Coordinator to prepare a draft of your internship contract.

5. Finalize the internship contract in consultation with both on-site and Faculty coordinators.
6. Submit the completed contract, signed by the student intern, on-site coordinator, and faculty coordinator to the Office of Academic Affairs.

b. Site Identification: Faculty Responsibilities

1. The Saint Francis University Psychology Internship coordinator will assist qualified student in identifying possible sites and helping match the student's skills and interests with possible placement locations.
2. The coordinator will contact the potential site to help arrange your interview, when appropriate. The coordinator will contact the potential supervisor to discuss your application, answer questions, and clarify the responsibilities of the student, the on-site coordinator, and the faculty coordinator. The supervisor will provide appropriate letters of recommendation, confirmation, and thanks.
3. The coordinator will assist the student in defining internship goals and objectives, required reading, and required project.
4. The Psychology internship coordinator will supervise the completion of the formal, written internship contract and, along with the student and on-site supervisor, sign the contract before it is submitted to the Office of Academic Affairs.

c. Site Identification: On-Site Supervisors Responsibilities

1. The on-site coordinator is responsible for assessing the student intern's application for the internship placement and approving or rejecting the application.
2. The on-site supervisor will consult with the student in the development of provisions of the internship contract, including the duration of the placement, specific daily schedule, types of work to which the student will be introduced or types of work with which the student will be involved, and the design (if desired) of the required project.
3. The on-site supervisor, along with the student intern and faculty coordinator, will sign the completed contract before it is submitted to the SFU Office of Academic Affairs.

VI. Procedures for Completion of the Internship

a. Completion of the Internship: Student Responsibilities

The Saint Francis University catalogue and the guideline issued by the Office of the Vice President for Academic Affairs list basic obligation of student interns which are included below.

1. Complete the associated project which has been approved by the on-site supervisor, faculty supervisor, and is identified in the formal internship contract.
2. Keep a daily log or journal.
3. Read at least one book, approved by both the on-site and faculty coordinators, which is specifically pertinent to the selected internship.
4. Meet with the psychology faculty coordinator as specified in the internship contract.
5. Meet the standards which normally apply to the employees of the institution which is offering the internship opportunity.
6. Be available, and on time, for scheduled activities. To notify both site supervisor and faculty supervisor, in advance, for necessary absences.
7. Plan and carry out all assignments in a prompt and professional manner.
8. Work hard and learn as much as possible from the experience, and to make a contribution to the host institution.
9. Represent Saint Francis University and the internship host in a professional manner and fulfill, to the best of her/his abilities, the conditions of the contract, and the expectations of the on-site and faculty supervisors.
10. Failure to complete with any of the above guidelines and requirements can result in immediate dismissal from the program.

b. Completion of the Internship: On-site Supervisors Role

1. Provide the intern with significant learning opportunities, including opportunity to observe and to engage in meaningful work.
2. Present the student to co-workers in a manner which insures the student's professional status.
3. Provide supervision and guidance to the intern.
4. Conduct with the student periodic evaluation sessions to assess the student's progress, review the projected work schedule, and discuss matters of concern.
5. Notify the faculty coordinator immediately of any problems arising out of association with, or supervision of, the student.
6. Prepare a final written evaluation of the intern's performance.

c. Completion of the Internship: The Faculty Coordinator's Role:

1. Monitor the intern's performance either by periodic telephone contact or personal visit. All internships within a radius of 100 miles require a personal visit.
2. Meet with the student to discuss progress and supervise completion of the required project as identified in the internship contract.
3. Provide specific instructions for completion of other internship course requirements, including the daily journal and required readings.
4. Oversee completion of the internship agreement as approved by the student, the on-site supervisor, the faculty supervisor, and the vice President of Academic Affairs.
5. Arrange mid-internship and post-internship interviews with the student intern to help them assimilate their work experiences and discuss with them future goals and objectives.
6. Solicit the on-site supervisor's evaluation of the internship, assess the quality of the student's project, review the student's journal and report of related reading, and assign grade.

d. Grading

1. The Psychology faculty internship coordinator is responsible for grading the student project and for submitting all grades (graded credits and pass/fail credits) to the Saint Francis College Registrar.
2. The on-site supervisor is responsible for evaluating the student's on-site performance in terms of "pass" or "fail" and for conveying this assessment to the Psychology faculty internship coordinator.

VII. Required Hours

The normal length of an internship is that of a regular semester during the fall and spring semesters. The student will typically be on-site for fourteen weeks and use the final week of the semester for submission of final papers and evaluation of the project.

During the Summer Session, the length of the internship may vary depending on the number of credits for which the student has registered.

The number of hours worked per week during the semester varies directly with the number of academic credits applied to the internship experience. The student is expected to work about three (3) hours per week, based on a 14 week calendar, for every hour of academic credit. * **

Number of Academic Credits	Required Number of Hours Per Week (Based on a 14 week calendar)
2	6
3	8
4	11
5	14
6	16
7	19
8	22
9	24
10	27
11	30
12	32
13	35
14	38
15	40

VIII. Registration:

Each semester's schedule of classes includes guidelines for internship registration. To earn credits for an internship, you must register for two co-requisite courses: Psychology 398 or Psychology 399. The course numbered 398 is the project portion of the internship and will be graded A-F. The co-requisite course in that same discipline numbered 399 is the supervised experience portion of the internship and will be graded Pass-Fail. Both courses are variable credit courses, which means that the number of credits to be earned in each course depends on the total number of internship credits you intend to earn. The minimum number of credits for an internship is two (2) credits; the maximum number is fifteen (15) credits. **Students are not allowed to register for internships until their contracts have been approved by the Vice President of Academic Affairs.**

The chart below will be followed to determine the number of credits for each of the co-requisite courses.

Instructions for use of the chart: Select the number in Column A which corresponds to the TOTAL NUMBER OF CREDITS you intend to earn for the internship. Opposite that number in Column B is the number of credits to be earned in 398; in column C is the number of credits to be earned in 399. For example, if you intend to earn 6 credits for an internship, you must register for two (2) credits in 398 and four (4) credits in 399.

A	B	C
Total number of credits in internship (Courses 398+399)	398 Credits	399 Credits
15	3	12
14	3	11
13	3	10
12	3	9
11	3	8
10	3	7
9	2	7
8	2	6
7	2	5
6	2	4
5	1	4
4	1	3
3	1	2
2	1	1

IX. Guidelines for and/or Examples of Projects, Readings, and Journal Entries

- a. Projects:** Ideally, the internship project will be designed to be of mutual benefit to the student and the host agency. The specific requirements of this project must be identified by the student in consultation with both the on-site and faculty internship supervisors. First steps toward the design of the project include (1) identifying your own goals for the internship and (2) asking the on-site supervisor for suggestions of projects that might be of use to them – things they have always hope to do, but never found time for. Projects involving agency data are severely restricted by professional obligations for confidentiality.

Some examples of successful projects:

- preparing an annotated bibliography for staff use on topics requested by staff members
 - preparing a “sourcebook” for the agency which identifies various professional resources including grant opportunities, available conferences, available websites, bibliographies, and identifying information concerning local and regional referral sources.
 - preparing a guidebook to the institution (for use by other professional and interns) which accumulates information such as patient characteristics (age, diagnosis, length of stay, etc), staff characteristics, funding levels and sources, program availability, evaluations of treatment, community associations, etc.
 - accumulating basic agency data (abiding by strict obligations concerning confidentiality) including client characteristics, disposition, staffing, and funding.
 - conducting research as requested by the on-site supervisor
 - preparing a workshop for agency clientele
 - preparing a workshop related to the internship for the SFU community
- b. Required Reading:** Again, a first step toward identifying your required reading is to ask the on-site supervisor if she or he regards a particular book as essential reading for anyone working in that particular internship placement. The psychology faculty supervisor will also provide suggestions for useful and important related reading. You can also check publisher and bookseller websites and visit a library, or visit a good bookstore to come up with some of your own suggestions.
- c. Journal Entries:** The purpose of keeping this journal is to help you keep track of questions you have, help you consider and re-consider your internship and professional goals, and give you a chance to monitor your own professional development. Generally, a journal entry should record the date, time, number of hours worked that day, a list of internship activities, and any questions you may wish to pursue, or work-related observations that you find to be of particular interest. Remember that under all circumstances, maintaining confidentiality with respect to clients and colleagues is an absolute obligation.

X. Evaluation Criteria:

- a. Fulfillment of the contractual obligations agreed to by the student, on-site supervisor, faculty supervisor, and Vice President for Academic Affairs.
- b. Fulfillment of the obligations identified in the psychology internship guidelines.
- c. Fulfillment of internship obligations in a manner consistent with professional standards.
- d. Completion of written projects or presentations in ways consistent with basic standards of writing as identified by the SFU writing handbook or consistent with professional standards of presentation.

XI. Financial Matters:

- a. Students must pay internship tuition charges at the prevailing college per-credit-hour rate.
- b. Saint Francis University provides no remuneration to student interns.
- c. The host agency is expected to reimburse the intern for all job-related, out-of-pocket expenses.
- d. Interns are NOT covered by Saint Francis University insurance of any kind.