

Penn State Altoona Psychology Handbook

Other useful information can be found at the Penn State Altoona Psychology webpage:
www.altoona.psu.edu/psych

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I. Introduction

Congratulations! If you are reading this guide you are already a major or minor in Psychology or you are considering the major or minor. This handbook is intended to be a useful resource to help you do a variety of things, including planning your course schedules, becoming involved in student Psychology organizations, and preparing for a career in Psychology following graduation. The information presented here should be considered a useful reference, not a replacement for your academic advisor. Also, the information presented here should be considered a starting point, not the final authority, as information/requirements can and often do change. We believe Psychology is one of the most interesting and useful academic disciplines, and we hope you have a rewarding and successful experience in the Penn State Altoona program!

II. Careers in Psychology

Psychologists specialize in a host of different areas within the field and identify themselves by many different titles. Some of those areas are clinical, counseling, developmental, forensic, health, industrial/organizational, rehabilitation, school, social, and sports. Additionally, many psychologists teach psychology in academic institutions from high schools to graduate programs in universities.

Bachelor's Graduates

Students who wish to enter the work world with a bachelor's degree in psychology can find work related to their major in various mental health settings, human resources offices, rehabilitation settings, social service agencies, criminal justice services, child care facilities, and substance-abuse counseling centers.

But the study of psychology at the bachelor's level is also a fine preparation for many other professions. A degree in psychology provides the student with good research and writing skills, problem solving ability, and well-developed higher-level thinking. Most people with bachelor's degrees in psychology find jobs in areas such as administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and writing.

Psychology majors have many qualities that are attractive to job recruiters. Employers find that psychology graduates possess strong people skills. And psychology majors also value these skills themselves. They can play an important role in many careers.

Master's Graduates

Competition for positions in psychology-related jobs is keen and a master's degree increases the chances of getting one of those positions. Many people find jobs in health, industry, education, universities, government, and private companies.

Psychologists 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, such as organizational development and survey research, are held by both doctoral- and

master's-level graduates. But industry and government jobs in training, data analysis, and general personnel issues are often filled by professionals with master's degrees in psychology.

Doctoral Graduates

As might be expected, the highest paid and greatest range of jobs in psychology is available to doctoral graduates. Furthermore, unemployment and underemployment rates for doctoral psychologists are slightly below the average for other scientists and engineers. Few drop out of the field.

The greatest expansion of career opportunities for doctoral psychologists in recent decades have been in the subfields of clinical, counseling, school, health, industrial, and educational psychology.

Section VIII has more information on post-graduate careers.

III. Major Requirements

A. The B.A. and B.S. degrees

There are two baccalaureate degrees in Psychology at Penn State Altoona, the Bachelor of Arts degree (PSCBA) and the Bachelor of Science degree (PSCBS). The basic difference between the two degrees is that the PSCBS degree has options for specific career areas, while the PSCBA degree offers a broader curriculum that includes a foreign language component and additional general education courses. The PSCBS program offers two options, science and business. These are described in detail in section B below.

If you know that you have an interest in the relation of biology and chemistry to behavior or plan to go into a field where this kind of knowledge would be helpful (drug counseling, psychiatry, etc.), the PSCBS with the science option might be best for you. If you're planning to go into the business world or continue in psychology in the areas of personnel work or industrial/organizational psychology, the PSCBS with the business option would be best. However, there doesn't seem to be a particular advantage for one degree over the other in terms of getting a job or going on to graduate or professional school. What is more important for a successful future is to take the most challenging courses you can do well in.

B. Majors check sheets

The following pages outline the program requirements for the Bachelor of Arts and the Bachelor of Science degrees in psychology. This information can also be found in Lionpath (www.lionpath.psu.edu) in the Academic Requirements pull down option within the Academics section of the front page. Consult with the Program Coordinator, Dr. Brad Pinter (tbp1@psu.edu), for discussion of any changes or exceptions to these requirements.

PENN STATE ALTOONA PSYCHOLOGY MAJORS CHECKSHEET

(Revised 08/2023)

Summary of Degree Requirements (A total of 124 credits is required to graduate)

General Education Requirements (45 credits)

Additional Graduation Requirements (10 credits)

Psychology Major Requirements (37 credits)

Bachelor of Arts (12-24 credits) or Bachelor of Science Requirements (24 credits)

Bachelor of Arts Electives (18-30 credits) or Bachelor of Science Electives (18 credits)

GENERAL EDUCATION REQUIREMENTS (45 credits)

FOUNDATIONS (15 credits; Interdomain courses are eligible)

ENGL 015 or 030 (GWS) _____ (3) any GQ course _____ (2)
(MATH 17, 34, or STAT 100 are recommended)

ENGL 202A (GWS) _____ (3) STAT 200 _____ (4)

CAS 100 (GWS) _____ (3)

KNOWLEDGE (15 credits; No Inter-domain courses; no Move 3 or World Language substitutions)

GH _____ (3) GA _____ (3) GS _____ (3) GN _____ (3) GHW _____ (3)

INTEGRATIVE STUDIES (6 credits)

Inter-Domain: G? _____ (3) + G? _____ (3)

EXPLORATION (9 credits; May include 6 cr of GN and up to 3 cr of GH, GA, GS, and GHW)

GN _____ (3) + G? _____ (3) + G? _____ (3)

Note: For students who began their academic careers prior to 08/2023, your general education requirements are different. Please consult with your adviser and your Academic Requirements/What If Reports as shown in LionPath.

ADDITIONAL GRADUATION REQUIREMENTS (10 credits)

First-Year Seminar (1)

United States Cultures & International Cultures (IL and US) _____ (3) & _____ (3)

Writing Across the Curriculum (3) – PSYCH 301W automatically fulfills this requirement.

Note: IL and US courses can also be counted toward General Education or major requirements.

Note: A single course may be used to satisfy the IL and US requirements if it is so designated.

MAJOR REQUIREMENTS (37 credits)

I. Prescribed courses:

PSYCH 100 _____(3) PSYCH 301W _____(4)

Note: PSYCH 301W has a prerequisite of STAT 200.

II. Select one course from each of the following categories:

A. Learning and Cognition – PSYCH 256, 261, 268, 426, 427, 452, 456, 457, 458, 459, and 461
_____ (3)

B. Social and Personality Psychology – PSYCH 221, 231, 232, 238, 419, 420, 421, 423, 424, 438, and 479
_____ (3)

C. Biological Bases of Behavior – PSYCH 253, 260, 269, 441, 460, 462, 463, 464, 475, and 478
_____ (3)

D. Developmental Psychology – PSYCH 212, 410, 412, 413, 414, 415, 416/HDFS 445, and 474
_____ (3)

E. Applied and Clinical Psychology – PSYCH 243, 244, 270, 281, 370, 404, 408, 443, 444, 445, 470, 471,
473, 476, 477, 481, 482, 484, and 485
_____ (3)

III. Select additional 12 credits of Psychology courses

_____ (3) _____ (3) _____ (3) _____ (3)

IV. Select a capstone course during your 7th or 8th semester

Capstone Options: PSYCH 439 or 490; or 493, 494, 495, and 496 depending on eligibility and availability
(See section III.D. for requirements)

_____ (3)

Note: PSYCH course selections above must include at least 15 credits of 400-level courses. This does not mean you must take 15 additional credits. Typically, students accrue 15 credits by taking a capstone course and 4 400-level psychology courses. It would be sensible, if not explicitly required, that you take the relevant 200-level course before taking the 400-level offering.

Note: It is strongly recommended that students take PSYCH 301W before taking ANY 400-level psychology course.

BACHELOR OF ARTS DEGREE REQUIREMENTS (12-24 credits)

Foreign Language (0 – 12 credits): Students must attain 12th credit level proficiency (not necessarily by taking 12 credits). This requirement is governed by a [placement policy](#) dictated by the number of levels of foreign language completed prior to admission to college.

_____ (4) _____ (4) _____ (4)

B.A. fields (9 credits)

Consists of Humanities, Social and Behavioral Sciences, Arts, Foreign Languages, Natural Sciences, & Quantification. May not be taken in the area of the student's primary major; foreign language credits in this category must be in a second foreign language or beyond the 12th credit level of proficiency in the first language.

_____ (3) _____ (3) _____ (3)

Other Cultures (0-3 credits)

Students may count courses in this category in order to meet other major, minor, elective, or General Education requirements, except for the General Education US/IL requirement.

Note: A course cannot count twice for credit, so if the Other Cultures course counts towards GH, for instance, it won't also give credits here. In that case, the course will satisfy the Other Cultures requirement, but it will only apply the credits toward GH. That's why the above space does not have a credit threshold.

Note: Available B.A. Requirement courses can be found in Lionpath in Class Search by using the Additional Search Criteria option.

BACHELOR OF ARTS DEGREE ELECTIVES (18-30 credits)

The number of elective credits varies depending on the B.A. requirements above.

BACHELOR OF SCIENCE – SCIENCE DEGREE REQUIREMENTS (24 credits)

Science Option

I. Select 15 credits from the following: ANTH 21; ANTH 22; B BH 101; any BIOL course; any BI SC course; any CHEM course; any MICRB course, any PHYS course

- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)

II. Supporting courses:

Select 6 credits in natural sciences/quantification from the following: ANTH 021, 022, 313, 401, 405, 406, 410, 460, 464, 471, 472, 473; any ASTRO; BB H 101 or higher except 145 and 310; any BIOL; any CHEM; any CMPSC; CRIMJ 310, 311; CSD 230, 331; any EARTH; any EDSGN; any EGEE; any EM SC; any FRNSC; GEOG 010, 110, 115; any GEOSC; HD FS 417, 468; any MATH; any MATSE; any METEO; any MICRB; any MIS; NUTR 251; any PHYS; STS 055, 150

- _____ (3)
- _____ (3)

Select 3 credits in social and behavioral sciences from the following: AAA S 100, 110, 201, 403, 404; AG BM 101, 200; ANTH 001, 002, 007, 008, 009, 010, 011, 012, 040, 041, 045, 057, 100, 125, 146, 152, 201, 408, 420, 422, 423, 425, 440, 447, 450, 451, 453, 454, 456, 457, 474, 475, 476; A PLNG 410, 482Y; B A 100; CAS 202, 203, 250, 352, 402, 404, 422, 450W, 452, 455, 470, 471, 475, 478; CRIM 012, 100, 113; CRIMJ 012, 013, 100, 113, 221, 421, 423, 451, 460, 462; CSD 269, 300; COMM 100, 120, 205, 370, 401, 403, 405, 407, 409, 410, 411, 413, 417, 419; any ECON; any GEOG except 010, 102, 110, 115, 404, 432, 433, 434; HIST 116, 120, 142, 151, 155, 173; HD FS 129, 229, 239, 249, 250, 311, 315, 405, 411, 412, 413, 418, 424, 425, 428, 429, 432, 433, 434, 447, 477; INTAG 100; IST 110, 313, 341, 431, 432; any LER; any LING except 102; any PL SC; RL ST 236, 237, 414, 479; any R SOC; any S T S except 055, 100, 101, 107, 122, 123, 150, 230, 428, 432, 433, 435, 457, 489; any SO SC; any SOC; SRA 111, 211, 231; WMNST 001, 102, 110, 116, 205, 250, 301, 400, 410, 424, 452, 492

- _____ (3)

BACHELOR OF SCIENCE DEGREE ELECTIVES (18 credits)

- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)

BACHELOR OF SCIENCE – BUSINESS DEGREE REQUIREMENTS (24 credits)

Business Option

I. Select 15 credits from the following: Any ACCTG; B A 100; B A 241, B A 242 OR B A 243; any SCM except 200; any ECON course; any FIN course; any H P A course; any I B course, any MGMT course; any MKTG course

- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)

II. Supporting courses:

Select 6 credits in natural sciences/quantification from the following: ANTH 021, 022, 313, 401, 405, 406, 410, 460, 464, 471, 472, 473; any ASTRO; BB H 101 or higher except 145 and 310; any BIOL; any CHEM; any CMPSC; CRIMJ 310, 311; CSD 230, 331; any EARTH; any EDSGN; any EGEE; any EM SC; any FRNSC; GEOG 010, 110, 115; any GEOSC; HD FS 417, 468; any MATH; any MATSE; any METEO; any MICRB; any MIS; NUTR 251; any PHYS; STS 055, 150

- _____ (3)
- _____ (3)

Select 3 credits in social and behavioral sciences from the following: AAA S 100, 110, 201, 403, 404; AG BM 101, 200; ANTH 001, 002, 007, 008, 009, 010, 011, 012, 040, 041, 045, 057, 100, 125, 146, 152, 201, 408, 420, 422, 423, 425, 440, 447, 450, 451, 453, 454, 456, 457, 474, 475, 476; A PLNG 410, 482Y; B A 100; CAS 202, 203, 250, 352, 402, 404, 422, 450W, 452, 455, 470, 471, 475, 478; CRIM 012, 100, 113; CRIMJ 012, 013, 100, 113, 221, 421, 423, 451, 460, 462; CSD 269, 300; COMM 100, 120, 205, 370, 401, 403, 405, 407, 409, 410, 411, 413, 417, 419; any ECON; any GEOG except 010, 102, 110, 115, 404, 432, 433, 434; HIST 116, 120, 142, 151, 155, 173; HD FS 129, 229, 239, 249, 250, 311, 315, 405, 411, 412, 413, 418, 424, 425, 428, 429, 432, 433, 434, 447, 477; INTAG 100; IST 110, 313, 341, 431, 432; any LER; any LING except 102; any PL SC; RL ST 236, 237, 414, 479; any R SOC; any S T S except 055, 100, 101, 107, 122, 123, 150, 230, 428, 432, 433, 435, 457, 489; any SO SC; any SOC; SRA 111, 211, 231; WMNST 001, 102, 110, 116, 205, 250, 301, 400, 410, 424, 452, 492

- _____ (3)

BACHELOR OF SCIENCE DEGREE ELECTIVES (18 credits)

- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)
- _____ (3)

C.

RECOMMENDED ACADEMIC PLAN

Psychology Bachelor of Arts (PSCBA)

Semester 1	Credits	Semester 2	Credits
PSYCH 100	3	PSYCH 200-level	3
ENGL 15 or 30H Writing/Speaking (GWS)	3	CAS 100 Writing/Speaking (GWS)	3
Gen Ed requirement	3	Quantification (GQ)	3
B.A. requirement*	3	Gen Ed requirement	3
B.A. requirement (foreign lang?)	3-4	B.A. requirement (foreign lang?)	3-4
Total semester credits:	15-16	Total semester credits:	15-16
Semester 3		Semester 4	
PSYCH 200-level	3	PSYCH 200-level	3
STAT 200 (GQ)**	4	PSYCH 301W	4
Gen Ed requirement	3	Gen Ed requirement	3
B.A. requirement (foreign lang?)	3-4	Gen Ed requirement	3
Elective	3	BA requirement	3
Total semester credits:	16-17	Total semester credits:	16
Semester 5		Semester 6	
PSYCH 200-level	3	PSYCH 200-level	3
PSYCH 400-level***	3	PSYCH 400-level	3
Gen Ed requirement	3	Gen Ed requirement	3
Gen Ed requirement	3	BA requirement	3
ENGL 202A Writing/Speaking (GWS)	3	Gen Ed requirement	3
Total semester credits:	15	Total semester credits:	15
Semester 7		Semester 8	
PSYCH 400-level	3	PSYCH Capstone****	3
BA requirement	3	PSYCH 400-level	3
Arts (GA)	3	BA requirement	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective (if needed)	0-3		
Total semester credits:	15-18	Total semester credits:	15
		Overall total credits:	124

ADVISING NOTES:

All courses in the major require a grade of C or better. General Education GQ and GSW courses require a grade of C or better. Other Gen Ed courses require a D or better.

* “BA Requirements” includes between 12-24 credits of Foreign Language, B.A. Fields, and Other Cultures. “Other Cultures” is not the same as the US/IL requirement for Gen Ed. A list of available courses that count for this requirement can be found in Lionpath. Use the “Additional Search Criteria” option in Class Search and select “Bachelor of Arts” under the Course Attribute tab. Then use the “Course Attribute Value” tab just below it and select “BA: Other Cultures.” Students who take less than 12 credits of Foreign Language (for whatever reason) will take Elective credits in their place.

**STAT 200 satisfies both major and General Education requirements, but it only counts four total credits towards the degree.

*** Students must take at least 15 credits of PSYCH courses at the 400-level. Please check prerequisites before registering for courses. This includes the requirement of 60 credits before taking 400-level courses.

**** Consult with your advisor about Capstone options (see also section III. D of this handbook).

RECOMMENDED ACADEMIC PLAN

Psychology Bachelor of Science (PSCBS – Science Option)

Semester 1	Credits	Semester 2	Credits
PSYCH 100	3	PSYCH 200-level	3
ENGL 15 or 30H Writing/Speaking (GWS)	3	CAS 100 Writing/Speaking (GWS)	3
Gen Ed requirement	3	Gen Ed requirement	3
Gen Ed requirement	3	Gen Ed requirement	3
Elective	3	Science option selection*	3
Total semester credits:	15	Total semester credits:	15
Semester 3		Semester 4	
PSYCH 200-level	3	PSYCH 200-level	3
STAT 200 (GQ)**	4	PSYCH 301W	4
Gen Ed requirement	3	Gen Ed requirement	3
Science option selection	3	Gen Ed requirement	3
BS option (social science)	3	BS option (nat sci/quant)	3
Total semester credits:	16	Total semester credits:	16
Semester 5		Semester 6	
PSYCH 200-level	3	PSYCH 200-level	3
PSYCH 400-level***	3	PSYCH 400-level	3
Gen Ed requirement	3	Gen Ed requirement	3
Gen Ed requirement	3	Gen Ed requirement	3
ENGL 202A Writing/Speaking (GWS)	3	Science option selection	3
		Elective	3
Total semester credits:	15	Total semester credits:	18
Semester 7		Semester 8	
PSYCH 400-level	3	PSYCH Capstone****	3
BS option (nat sci/quant)	3	PSYCH 400-level	3
Science option selection	3	Science option selection	3
Elective	3	Elective	3
Elective	3	Elective	3
Total semester credits:	15	Total semester credits:	15
		Overall total credits:	124

ADVISING NOTES:

All courses in the major require a grade of C or better. General Education GQ and GSW courses require a grade of C or better. Other Gen Ed courses require a D or better.

* See pp. 8-9 of this handbook for list of Option courses.

** STAT 200 satisfies both major and General Education requirements, but it only counts four total credits towards the degree.

*** Students must take at least 15 credits of PSYCH courses at the 400-level. Please check prerequisites before registering for courses. This includes the requirement of 60 credits before taking 400-level courses.

**** Consult with your advisor about Capstone options (see also section III. D of this handbook).

RECOMMENDED ACADEMIC PLAN

Psychology Bachelor of Science (PSCBS - Business Option)

Semester 1	Credits	Semester 2	Credits
PSYCH 100	3	PSYCH 200-level	3
ENGL 15 or 30H Writing/Speaking (GWS)	3	CAS 100 Writing/Speaking (GWS)	3
Gen Ed requirement	3	Gen Ed requirement	3
Gen Ed requirement	3	Gen Ed requirement	3
Elective	3	Business option selection*	3
Total semester credits:	15	Total semester credits:	15
Semester 3		Semester 4	
PSYCH 200-level	3	PSYCH 200-level	3
STAT 200 (GQ)**	4	PSYCH 301W	4
Gen Ed requirement	3	Gen Ed requirement	3
Business option selection	3	Gen Ed requirement	3
BS option (social science)	3	BS option (nat sci/quant)	3
Total semester credits:	16	Total semester credits:	16
Semester 5		Semester 6	
PSYCH 200-level	3	PSYCH 200-level	3
PSYCH 400-level***	3	PSYCH 400-level	3
Gen Ed requirement	3	Gen Ed requirement	3
Gen Ed requirement	3	Gen Ed requirement	3
ENGL 202A Writing/Speaking (GWS)	3	Business option selection	3
		Elective	3
Total semester credits:	15	Total semester credits:	18
Semester 7		Semester 8	
PSYCH 400-level	3	PSYCH Capstone****	3
BS option (nat sci/quant)	3	PSYCH 400-level	3
Business option selection	3	Business option selection	3
Elective	3	Elective	3
Elective	3	Elective	3
Total semester credits:	15	Total semester credits:	15
		Overall total credits:	124

ADVISING NOTES:

All courses in the major require a grade of C or better. General Education GQ and GSW courses require a grade of C or better. Other Gen Ed courses require a D or better.

* See pp. 8-9 of this handbook for list of Option courses.

** STAT 200 satisfies both major and General Education requirements, but it only counts four total credits towards the degree.

*** Students must take at least 15 credits of PSYCH courses at the 400-level. Please check prerequisites before registering for courses. This includes the requirement of 60 credits before taking 400-level courses.

**** Consult with your advisor about Capstone options (see also section III. D of this handbook).

D. Capstone requirements

The goal of the capstone requirement is to foster application of knowledge and skills learned in the major to completing an advanced project. Senior students must complete a capstone experience through course-work on the history of Psychology (PSYCH 439) or senior seminar (PSYCH 490); or by arranged experiences in senior thesis (PSYCH 493), senior research project (PSYCH 494), academic internship (PSYCH 495), or independent study (PSYCH 496).

Eligibility requirements for PSYCH 493, 494, 495, and 496 are a **minimum cumulative GPA of 3.0** and a **minimum grade of C** in PSYCH 301W. There are no eligibility requirements for PSYCH 439 or PSYCH 490.

Students must complete a Psychology Capstone Application to be considered for any of the capstone options except PSYCH 439 or PSYCH 490. This document is available on the program website, on the left side table of contents (www.altoona.psu.edu/psych).

Each of these options is detailed below. Interested students should approach a full-time faculty member to further discuss them. Capstone Applications should be submitted **no later than the tenth week of the regular semester preceding the anticipated capstone semester**. For instance, for a fall capstone project, students should aim to submit an application by March 15th. For a spring capstone project, students should submit an application in that previous fall semester by October 15th.

Capstone Courses

PSYCH 439 – History and Systems of Psychology (3 credits)

PSYCH 439 is appropriate for students who want to better understand the historical bases of modern psychology. The course surveys the development of contemporary psychological theories and research areas from the formal establishment of psychology to the present. When taken to fulfill the capstone requirement, the final paper for the course will require an analysis of selected courses in relation to several intellectual movements in psychology.

PSYCH 490 – Senior Seminar in Psychology (3 credits)

PSYCH 490 is appropriate for students who are interested in an advanced exploration of a faculty-designated topic, which may vary from semester to semester.

PSYCH 493 – Senior Thesis – “*Supervised senior thesis research in psychology*” (3 credits)

PSYCH 493 is appropriate for students who want to investigate a specific topic in psychology by engaging in archival research. Students will select a narrow area of focus and summarize related research in a coherent and succinct manner. Sources for the paper should include scientific articles in peer-reviewed journals. Students will be required to present a summary of their work in a capstone presentation at the end of the semester.

PSYCH 494 – Research Projects – *“Supervised student activities on research projects identified on an individual or small-group basis”* (3 credits)

PSYCH 494 is appropriate for students who have a research hypothesis that they want to test. Students will complete all steps of a research project, including producing a literature review, designing and executing an experiment/study, and analyzing and reporting the results. In addition to the written paper, students will also be required to present their study in a capstone presentation at the end of the semester.

PSYCH 495 – Psychology Practicum – *“Undergraduate student observes and works with psychologists in applied settings”* (3 credits)

PSYCH 495 is appropriate for students who want experience in a practical setting related to psychology. The course is a hybrid academic/professional experience in which students develop a narrowly conceived research focus and integrate it with practical skills/experiences gained in a non-academic setting. Students will have on-site responsibilities, which will be determined in consultation with a site supervisor, and academic responsibilities, which will begin with identifying a suitably narrow area of academic interest related to the practical experience. Students will use the narrow focus to identify and properly summarize empirical journal articles, later integrate those summaries into a research synthesis, and lastly, present their work at the capstone presentation session end of the semester.

PSYCH 496 – Independent Studies (3 credits)

PSYCH 496 is appropriate for students who want advanced work in a course not normally offered at Penn State. Students will work through an advanced curriculum of primary source-work on a narrowly conceived topic.

Capstone Presentation Requirements

The purpose of the capstone presentation is to provide a forum in which the student can demonstrate mastery of advanced knowledge and skills developed from the capstone experience. The capstone presentation session typically occurs early in finals week in a given semester.

Students will give an oral presentation (preferably complemented by PowerPoint) than lasts not longer than 15 minutes. Following the presentation, 5 minutes will be allotted for questions. The presentation timing will be strictly enforced, so students are strongly advised to practice the talk to focus on the most significant content given the available time. A moderator will periodically alert students of the remaining time.

The manor of presentation is important. Professional dress is expected. Students should attempt to effectively use PowerPoint to complement and enhance their oral remarks. This could mean displaying tables or figures from a research paper, examples of psychological assessments, or pictures of equipment or internship sites. *Students should avoid placing large chunks of text on slides and then simply reading the information.* It is advisable for students to solicit feedback from the faculty sponsor on a draft version of the presentation.

The focus of the presentation will be different depending on the type of capstone. Below are the specific requirements.

For a **literature-based capstone** (PSYCH-493), the presentation should focus on the major sections of your APA style report. Students are encouraged to discuss the implications of the literature that they review. Students might consider presenting a hypothetical proposal or next logical study in this line of research is appropriate as well. Other requirements for capstone projects will be determined by specific faculty advisors.

For a **research-based capstone** (PSYCH-494), the presentation should focus on the major sections of your APA style report. These include:

- 1.) Introduction. Introduce the audience to the relevant literature related to your topic. Select only the most relevant two or three citations. Do not allocate more than 5 minutes to background information. Provide your hypotheses.
- 2.) Methods. Describe your sample, operational definitions, and procedure.
- 3.) Results. Present relevant descriptive and inferential statistics. The use of figures (and possibly tables) is strongly encouraged to facilitate audience comprehension.
- 4.) Discussion. Discuss your results and the implications of your study, including describing limitations and possible future directions of the work. Provide a take-home message for your audience that encapsulates the most important idea you'd like them to take with them.

For an **internship capstone** (PSYCH-495), the presentation should focus on 3 key areas:

- 1.) Description of the internship. Briefly detail the site name and location, the nature of the clients and work done there, and your responsibilities. Do not allocate more than 1 minute for this information.
- 2.) Review of literature. Present selected highlights of your research synthesis, along with illustrative examples from your site experience. The goal is to critically relate the literature to practice and practice to the literature. Where do they meet and miss? Plan to allocate 10 minutes to this portion of the talk.
- 3.) Insight. Discuss two professional (not personal) challenges you encountered or observed over the course of your internship: one relating to a client population or to treatment issues; the other to the organizational, social, or political/policy environment. Drawing explicitly on your review of the professional literature, how would you recommend that your host organization address these issues? Why? Plan to allocate 4 minutes for this portion of the talk.

IV. Psychology Minor

The Psychology Minor is designed to provide undergraduate students with a flexible selection of coursework in psychology. Students completing this minor will acquire a broad overview of topics and domains within psychology, knowledge and skills related to research methods in psychology, and deeper knowledge of research, theory, and application in one or two specific content areas.

Requirements for the Minor - 18 credits of psychology courses

The 18 credits must include the following:

- Psychology 100
- Psychology 301W*
- 6 credits of 400-level psychology courses

*PSYCH 301W has a prerequisite of STAT 200, which does not count toward the minimum 18 credits.

NOTE: Other Writing Intensive courses may be used as a substitute for PSYCH 301W, but 3 additional credits of psychology must be taken to total 18 credits of PSYCH courses.

A grade of C or better is required for all courses in the minor. Courses taken for the minor may also count toward General Education, major, and other college requirements.

Students may declare the minor in LionPath using the “Update Academics” option.

V. Psychology at Altoona vs. University Park

The psychology major at University Park (UP) is similar to Altoona’s, and students can transfer to UP after the first two years. However, the major at UP is a controlled major and students will need to know the requirements to be admitted. Specifically, you must complete the following courses by the end of 4th semester with a grade of C or better:

- PSYCH 100
- STAT 200
- additional 3 credits of GQ
- additional 3 credits of GS

In addition, you must also have (a) completed 27.1 credits, (b) a cum GPA of at least 2.0 in all classes, and (c) a cumulative GPA of at least 2.0 in courses attempted for the major.

Important! The College of Liberal Arts, which houses the UP psychology degree has mandated that students transferring to UP **should take no more than 13 credits of major courses at their starting campuses**. This means that if you are planning to transfer to UP for your junior year, you should not take more than PSYCH 100 and three other PSYCH courses.

Details about the UP program and the psychology department there can be found at the department web site: <http://psych.la.psu.edu/>

The program at UP is much larger and thus provides a greater variety of courses to choose from and a larger number of faculty to work with. The program at Altoona allows students to work more closely with faculty and to have smaller classes with more personal attention. Your degree in both cases will be from Penn State University with the only difference being that the UP program will say College of Liberal Arts and the Altoona program will say Altoona College. Discuss the pros and cons of each program with your advisor.

VI. Psychology Field Experience

One unique and distinctive offering of the Altoona Psychology program is our Psychology Field Experience course. The Psychology Field Experience (PSYCH 295) is intended for students who are interested in getting a first exposure to a professional work setting related to Psychology. Students will assist a professional to gain insight and experience they will reflect on and relate to an academic focus. The experience is intended for students early in their degree progress, who may use the experience to clarify long-term interests. Thus, it's really only appropriate for sophomore (or possibly junior) students.

In order to qualify for the course, students must have earned at least a C in PSYCH 100 and either PSYCH 270 (for a clinical psychology field experience) or PSYCH 212 (for a developmental psychology field experience).

PSYCH 295 is available only as a three credit course. Students are limited to taking one PSYCH 295 course in their academic career. The course will count towards elective credits.

Interested and qualified students should first discuss their interest with a Psychology faculty member, then complete the field experience application (available on the department website: www.altoona.psu.edu/psych) and submit it electronically **no later than the tenth week** of the regular semester preceding the anticipated field experience semester. For instance, for a fall field experience, students should aim to submit an application by March 15th. For a spring field experience, students should submit an application in that previous fall semester by October 15th. Opportunities are limited and will vary by semester. Submission of the application does not guarantee acceptance.

VII. Course descriptions

These are courses that are taught regularly or periodically at Penn State Altoona. Ask Dr. Pinter about specific, future course offerings.

PSYCH 100 (GS) **Introductory Psychology** (3) Introduction to general psychology; principles of human behavior and their applications.

PSYCH 212 (GS) **Introduction to Developmental Psychology** (3) Developmental principles; physical growth; linguistic, intellectual, emotional, and social development from infancy to maturity.

PSYCH 221 (GS) **Introduction to Social Psychology** (3) Research and theory on topics including interpersonal attraction, aggression, helping, attitudes, attribution, cooperation, competition, and groups, from a psychological perspective.

PSYCH 238 (GS) **Introduction to Personality Psychology** (3) Past and recent conceptualizations of key issues and root ideas of personality psychology.

PSYCH 243 (GS) **Introduction to Well-being and Positive Psychology** (3) Applying psychological knowledge to develop and maintain effective personal adjustment and well-being and positive social relations.

PSYCH 256 (GS) **Introduction to Cognitive Psychology** (3) Introduction to study of such higher mental processes as thinking and reasoning, imagery, concept formation, problem solving, and skilled performance.

PSYCH 260 (BB H 203) **Neurological Bases of Human Behavior** (3) An introduction to biopsychology, emphasizing the structure and function of the human brain.

PSYCH 261 (GS) **Introduction to Psychology of Learning** (3) A general survey of the learning area, including animal and human experiments, with the applicability of learning principles being discussed.

PSYCH 269 **Evolutionary Psychology** (3) Survey of evolutionary perspectives in current psychological research.

PSYCH 270 **Introduction to Abnormal Psychology** (3) Overview of assessment, causes, and treatments of psychological disorders.

PSYCH 295 **Field Experience in Psychology** (3) First exposure in a Psychology-related professional setting. Prerequisite: PSYCH 100 and PSYCH 212 or PSYCH 270, depending on the proposed experience. Offered at student request and with faculty permission (see section VI.)

PSYCH 301W **Basic Research Methods in Psychology** (4) Introduction to methods of psychological research, with special attention to hypothesis formation and testing, threats to validity, and data presentation.

PSYCH 415 **Topics in Developmental Psychology** (3) Various topics offered.

PSYCH 416 (HD FS 445) **Development Throughout Adulthood** (3) Processes of development and change of behavior from early adulthood through old age, emphasizing theory, method, and empirical research.

PSYCH 420 **Advanced Social Psychology** (3) In depth study of selected research areas in human social behavior.

PSYCH 438 **Personality Theory** (3) Personality theories and their application to social and personality development and personality dynamics.

PSYCH 439 **History and Systems of Psychology** (3) Historical antecedents to scientific psychology; development of contemporary psychological theories and research areas from the formal establishment of psychology.

PSYCH 441 **Health Psychology** (3) Overview of the field with an emphasis on how psychological research contributes to an understanding of health and behavior.

PSYCH 445 **Forensic Psychology** (3) Relations between psychological theory and research and the law, legal processes, and social policy.

PSYCH 452 **Learning and Memory** (3) General survey of learning and memory processes as revealed in experimental work with animals and humans.

PSYCH 456 **Advanced Cognitive Psychology** (3) In depth study of complex mental processes: thinking, problem-solving, imagery, symbolic behavior, information-processing, attention, artificial intelligence, and language.

PSYCH 461 **Advanced Conditioning and Learning** (3) An examination of basic learning processes that have been determined within the context of classical, instrumental, and operant learning situations.

PSYCH 470 **Abnormal Psychology** (3) Causes, dynamics, symptoms, and treatment of neuroses, psychoses, personality disorders, and other psychological disorders of adulthood.

PSYCH 475 **Psychology of Fear and Stress** (3) Description and evaluation of major trends in research on stress and fear in humans and other animals.

PSYCH 481 **Introduction to Clinical Psychology** (3) Diagnostic procedures, treatment approaches, occupational settings, and ethical considerations relevant to the profession of the clinical psychologist.

PSYCH 490 **Senior Seminar in Psychology** (3) Capstone experience for senior psychology majors; review of current literature; topics vary.

PSYCH 493 **Senior Thesis** (3) Supervised senior thesis research in psychology. Offered at student request and with faculty permission (see section III. D.).

PSYCH 494 **Research Projects** (1-12) Supervised student activities on research projects identified on an individual or small-group basis. Offered at student request and with faculty permission (see section III. D.).

PSYCH 495 **Internship** (1-18) Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required. Offered at student request and with faculty permission (see section III. D.).

PSYCH 496 **Independent Studies** (1-18) Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Offered at student request and with faculty permission (see section III. D.).

VIII. Postgraduate career planning

So you're graduating? What's next?

Many psychology majors choose to enter the workforce immediately after graduation. Penn State Altoona's Career Services Office (<http://www.altoona.psu.edu/career/>) provides many valuable services for students on this path, including resume preparation help and mock interviewing.

Specific organizations within psychology can also be useful in providing resources. Consider the following:

American Psychological Association:

<https://www.apa.org/>

<https://www.apa.org/education-career/guide/careers>

Psi Chi (Psychology Honor's society):

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

Many psychology majors choose to continue their education in a graduate program. A graduate degree, either at a master's or doctoral level, will provide students with more job opportunities and career paths. A doctoral degree is required to be a licensed practicing psychologist, and it is usually necessary to work at a college or university in order to teach or conduct research. Working as a full-time student, master's degrees typically take about two years to complete, and doctoral degrees take between four and five years to complete. Unlike undergraduate school, many graduate programs provide students with tuition remission and/or a financial stipend through teaching and research assistantships. In some cases, exceptional students are awarded fellowships that pay for all educational costs and allow students to focus exclusively on their studies.

Admission to graduate school can be very competitive, especially for Ph.D. programs in clinical psychology. Students should start thinking about, and actively plan for, graduate school as soon as possible. Most graduate programs evaluate a candidate's application on the basis of:

- GPA (undergraduate transcripts)
- Graduate Record Exam (GRE) scores
- Letters of Recommendation
- Personal statement of goals/admissions essay
- Research experience (especially in research-based programs such as Ph.D. programs)

Students applying to graduate programs should have GPAs above 3.0 and preferably above 3.5 to increase the probability of being accepted. The GRE should be taken approximately a year before the actual arrival into a graduate program. That is, you should take the GRE sometime during the fall semester of your senior year. Most schools have specific application deadlines, so plan accordingly.

During your undergraduate career, interact with and get to know your professors because you will need three letters of recommendation from faculty members when applying to graduate school. In addition, research experience is highly valued in many graduate programs, and students are encouraged to actively seek out research opportunities with faculty members on campus or participate in their own independent research projects. For some clinical or counseling graduate programs, an internship working with people may be as practical as research experience. Generally, admission requirements for master's programs are not as stringent as doctoral programs, and master's programs may also help students decide in what area of psychology to specialize.

Do not hesitate to look nationally in your search for the right graduate school for you. Unlike some undergraduate programs and medical schools, you have the same eligibility for admission as in-state residents, and tuition remission stipends will keep the costs similar. A recommended approach is for students to identify a faculty member in a graduate program whose research interests you, and contact that individual. By making these contacts, you will learn a lot about the program, they will learn much about you, and you will probably increase your chances of being accepted, as well as finding the perfect program for your needs.

Following is some information on identifying the best graduate program for your goals and needs and links for specific information on clinical and counseling programs. Work with your advisor and instructors as well as the Career Services Office in planning your application to graduate school.

Resources for Applicants to Graduate Psychology Programs

Graduate Record Exam

<https://www.ets.org/gre.html>

Provides useful information about the GRE.

Overview of graduate schools in the U.S. and Canada

Norcross, J.C., & Sayette, M.A. (updated each year). Insider's guide to Graduate Programs in Clinical and Counseling Psychology. New York, NY: The Guilford Press. <https://www.amazon.com/Insiders-Graduate-Programs-Counseling-Psychology/dp/1462548474>

American Psychological Association Student Information

Step-by-step video tutorial about graduate school: <https://www.apa.org/education-career/grad/application-video-series>

General website for students: www.apa.org/students/

Includes a list of all accredited programs, relevant articles, etc.

Peterson's Virtual Campus – Graduate Study in Clinical Psychology

www.petersons.com

This site has brief descriptions of schools and their programs offering Master's and Doctoral training in various areas, including clinical and counseling psychology.

All Psychology Schools

<http://www.allpsychologyschools.com/>

Contains advanced degree information for clinical psychology, counseling, and social work, along with other fields of study (e.g. organizational psychology, forensic psychology, school psychology, etc.).

Clinical Psychology Graduate School Programs

www.gradschools.com

Again, you can search for schools, but the nice feature here is that you can easily search by region of the country. You also can search for clinical or counseling psychology separately.

Ranking of Psychology Ph.D. Programs

<http://www.socialpsychology.org/ranking.htm>

This site contains various types of rankings of doctoral psychology programs, such as by their graduates' scores on the licensing exam.

IX. Student organizations

A. Psychology Club

Penn State Altoona has an active Psychology Club which began in the spring of 2005. The Club provides an opportunity for all interested students to experience psychology outside of the classroom. Our purpose is to supply information, opportunities, and resources that will enhance students' academic careers, encourage research with faculty, and assist with the preparation for graduate school admission or entry into the work force. The Psychology Club typically meets during the University's common hour and in the evenings a few times per semester for informational sessions, discussions, or social events. (Faculty Co-Advisors: Drs. Lilienthal and DelPriore)

B. Psi Chi

Penn State Altoona has a local chapter of Psi Chi. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological

Association (APA) and the American Psychological Society (APS). Psi Chi's sister honor society is Psi Beta, the national honor society in psychology for community and junior colleges.

Psi Chi functions as a federation of chapters located at over 1,000 senior colleges and universities in the USA and Canada. The National Office is located in Chattanooga, Tennessee. A National Council, composed of psychologists who are Psi Chi members and who are elected by the chapters, guides the affairs of the organization and sets policy with the approval of the chapters.

Psi Chi serves two major goals--one immediate and visibly rewarding to the individual member, the other slower and more difficult to accomplish, but offering greater rewards in the long run. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to its creative development. For example, the chapters make active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. In addition, the national organization provides programs to help achieve these goals, including national and regional conventions held annually in conjunction with the psychological associations, research award competitions, and certificate recognition programs.

The Society publishes a quarterly magazine, Eye on Psi Chi, which helps to unite the members, inform them and recognize their contributions and accomplishments. The quarterly Psi Chi Journal of Undergraduate Research, fosters and rewards the scholarly efforts of undergraduate psychology students and provides a valuable learning experience by introducing them to the publishing and review process. Students become members by joining the chapter at the school where they are enrolled. Psi Chi chapters are operated by student officers and faculty advisors. Together they select and induct the members and carry out the goals of the Society. All chapters register their inductees at the National Office, where the membership records are preserved for reference purposes. The total number of memberships preserved at the national office during the first 75 years is over 467,000. Many of these members have gone on to distinguished careers in psychology.

Requirements include having a cumulative GPA > 3.36, completing 3 semesters, and taking 9 semester hours in PSYCH classes.

For more information, see the Psi Chi website (<http://www.psichi.org/>) or talk to the faculty advisor, Dr. Matchock.

X. FAQ

The following list includes most commonly asked questions (and our answers) related to Psychology at Penn State Altoona. If you want us to add one for next year's edition, please email Dr. Pinter.

- 1. What's the most important advice you can give to help me be successful?** Answer: Use an academic planner and use it effectively. Get a paper planner and use it to record, on the left, places you need to be, and (crucially), on the right, the "chunks" of work you have planned to complete that day. The real secret of organization is the planning. At the beginning of the semester, take all known due dates for assignments, daily readings, projects, exams, etc. and put them in the planner (on the left). You'll no doubt add and subtract and move things as the semester progresses (that's why a paper planner will be more useful than your phone). Next, work backwards from when assignments are due and plan when you're going to the work. It's very important to recognize your strengths and weaknesses when you do this. Not a morning person? Then don't plan to get up at 5 am to read. Consider your attention span. Most students can't read more than 15 textbook pages (or a half an hour) without needing a short break. If you need to read a 30 page chapter, consider breaking the reading up into two chunks separated by something else. Write your specific plan in the planner (right side). Something like "PSYCH 100; pp. 15-30." If you do that for all of your classes, you will be able to have just a few reasonable chunks of work per day to fit in amongst the rest of your activities. In this way, every day (likely including most weekend days), you will have places to be and a set of manageable work goals. It may take some adjustment for you to get used to the system, but stick with it and make it work for you. Cross things off each day as you accomplish your goals and enjoy how unstressed you will be!
- 2. What can my academic advisor help me with?** Answer: Among other things, your advisor can help you keep track of your progress toward graduation, help you develop effective study skills, provide you with information about additional resources on campus, and help advise you regarding graduate school and/or career goals. You are not required to meet with your advisor, but it can be helpful to check in with them from time to time and/or when you have specific questions that you have not been able to answer on your own.
- 3. How many Math classes do I have to take?** Answer: For the Altoona College degrees you will take STAT 200 (ideally in your third semester) and one other GQ course of your choosing. The MATH faculty currently recommend that you choose from among MATH 17, MATH 34, or STAT 100. You should not schedule MATH 21 unless you have a good reason (e.g., required by medical schools you will eventually apply to). Students who will finish their PSYCH degrees at UP will be required to take a third MATH class.
- 4. I have to take 15 credits of 400-level PSYCH courses in addition to the other requirements?** Answer: No. The "15 credits of 400" requirement simply means that of the total number of PSYCH credits you will take, 15 of them have to be at the 400-level.
- 5. Can I schedule for a Capstone course (or Field Experience course) if it's not on the schedule?** Answer: Yes! Provided that you meet the requirements and have followed the directions in the Capstone Application document, which can be found on the Department website, and you can find a PSYCH faculty member who is interested and available. Typically, adding one of the capstone courses to the schedule happens as the last step in the process (unlike other courses). Talk to your advisor in your junior year (or earlier) about your capstone interests if you think you will want one of the application-based ones.

6. **In my Academic Plan (Degree audit) courses don't always go where I think they should. Can they be moved?** Answer: Possibly, yes. Talk to your advisor. If it is permissible and useful, courses can be moved.
7. **How do I get involved in psychology at a deeper level?** Answer: One of the best ways is to join the Psych Club. They provide frequent presentations that often cover areas of professional development (e.g. writing an academic resume, how to do a successful interview), provide opportunities for students to attend psychological conferences, and engage you with other like-minded students aiming to engage psychology at an advanced level. They also schedule plenty of social activities (e.g., game night).
8. **How should I study for the GRE?** Answer: There are many books available and also test prep companies (e.g., Kaplan in State College, PA) that can give you a sample test to determine your likely range of scores and then provide you with courses to address areas of weakness. Should I take the GRE again? Answer: only if your test scores will significantly improve. You may need a different/alternative strategy when taking the test again.
9. **Do I need to take the Psych subject test?** Answer: Probably not. The Psych subject test evaluates your general knowledge in psychology, and is similar to the GRE, but subject specific. Some graduate schools use this in addition to your GRE, but in our experience this test is rarely required. Of course, select the schools you wish to apply to and then see how many (if any) require it.
10. **What type of courses look good on a transcript for graduate school?** Answer: It depends on the type of graduate school. A research intense graduate school that prioritizes biological mechanisms may want to see good grades from science courses (e.g. biology, chemistry). Even if you aren't the BS Science option, you can still take these courses as electives. Advanced statistics courses are a plus as well.
11. **Is it common to take a gap year between undergraduate and graduate school?** Answer: Maybe. People often use this year to get further research and/or clinical experience to strengthen their CV (academic resume). This is also useful if you don't know which specific path you want to go down (spending a year doing the work may help you avoid a 5-7 year graduate school program doing work you don't enjoy). The longer away from graduation, the less important GPA becomes (though it is still a central factor in evaluating graduate student performance).

XI. Psychology faculty

Danielle DelPriore, Ph.D., Texas Christian University, 2013, Assistant Professor of Psychology.

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Dr. DelPriore joined Penn State Altoona as a faculty member in 2018. Her recent research has focused on understanding the effects of fathers on daughters' sexual behavior and risk taking. Dr. DelPriore is interested in the ways that early childhood environments, particularly experiences within the family, shape adolescent and adult development, decision-making, and behavior. Her work is guided by the assumption that variation in human development and related outcomes can be understood as functional (providing some potential benefit) within those contexts. Her research uses natural and randomized experimental designs to test these hypotheses. In addition to her work on fathers and daughters, Dr. DelPriore is interested in investigating: 1. the effects of fathers on sons' aggression and motivation; 2. the effects of early adversity on skill development among youth; and 3. the effects of family contexts and other environmental factors on health-risk behaviors, including unhealthy eating and substance use. Dr. DelPriore also teaches Introductory Psychology, Introduction to Developmental Psychology, Evolutionary Psychology, and Biosocial Development. She encourages interested students to contact her regarding available research opportunities.

Melinda Furer, Ph.D., Penn State University, 2021, Assistant Professor of Psychology.

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Dr. Furer joined the Altoona faculty in 2021. Her research focuses on self-control in emerging adulthood, with an emphasis on health behaviors such as eating and substance use. She employs an interdisciplinary approach that integrates theory and methods from cognitive-behavioral models of addiction, behavioral economics, and social psychology. In particular, Dr. Furer is interested in examining how the way we think about our goals (in the "big picture" –why we want something, or in the "short-term"—specific steps we need to take) influences whether we're successful at changing our behaviors. A second line of research aims to develop brief tools which could be delivered on smartphone devices to A) assess and B) intervene in health behavior change attempts. Methods like this allow us to take a close look at an individual's experience (e.g., to better understand when they may be most tempted to break their diet), which can lead to a more precise view of their difficulties and personalized interventions. Finally, Dr. Furer is interested in exploring how self-control influences the effectiveness of counseling among college students. She enjoys working with and mentoring students in research and encourages interested students to contact her. Dr. Furer also teaches Introductory Psychology, Abnormal Psychology, Introduction to Clinical Psychology, and Health Psychology.

Lindsey Lilienthal, Ph.D., Washington University in St. Louis, 2015, Associate Professor of Psychology.
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Dr. Lilienthal has been a faculty member at Penn State Altoona since 2015. Her current research revolves around working memory, which refers to the ability to temporarily maintain and manipulate a limited amount of information. Dr. Lilienthal is particularly interested in memory for visuospatial information (e.g., locations), and the ways in which it may be similar to vs. different from memory for verbal information (e.g., words). For example, she investigates a number of factors involved in why forgetting occurs in working memory, including temporal decay and proactive interference, and how these factors' contributions to forgetting may be different across the two domains. Dr. Lilienthal's research also investigates the positive effects that processes such as rehearsal have on memory, as well as how the environment (and the support for rehearsal it may or may not provide) influences those effects. Her past research on the rehearsal of locations has provided evidence for the idea that we try to keep to-be-remembered locations active in memory through the use of eye movements and/or shifts of spatial attention, and she has continued her work investigating eye movements at Penn State Altoona. In addition, Dr. Lilienthal is interested in age-related differences in working memory, including why memory for visuospatial information seems to decline at a faster rate as people enter old age compared to memory for verbal information. She enjoys working with and mentoring students in research, and she also teaches Introductory Psychology, History and Systems of Psychology, and courses in Cognitive Psychology.

Robert L. Matchock, Ph.D., Pennsylvania State University, 2003, Associate Professor of Psychology.
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Dr. Matchock has been a faculty member at Penn State Altoona since 2003. His research focuses on circadian and seasonal rhythms in physiology and behavior, with a special emphasis on reproduction and evolution. One line of research focuses on how reproductive processes (e.g., pubertal maturation/menarche) can be influenced by early testosterone exposure (as measured with 2D:4D ratios or direct assays of testosterone) and family composition or socioendocrinology. In addition, he has investigated seasonal rhythms of menarche, which are possibly mediated by the photoperiod. He has also investigated circadian and seasonal rhythms in steroid hormones such as cortisol and testosterone during the puberty period. A second line of research is related to cognitive neuroscience and investigates how components of attention, (e.g., orienting, alerting, and conflict resolution) can be modulated by chronobiological factors. Specifically, this interdisciplinary work is starting to examine how circadian (time-of-day), homeostatic, and sleep inertia (i.e., that period of grogginess and hypovigilance experienced upon awakening) – induced influences interfere with attentional processes. This research may help to better understand deficits in performance that require selective attention when in a non-optimal state. Finally, Dr. Matchock has recently been involved with various student and colleague-initiated projects such as: the evolutionary basis of grandparent solicitude; how social support (including social support in the form of a pet) can affect

physiological components of the stress response; and how proneness to infidelity can be gleaned from facial cues. Dr. Matchock also teaches Introductory Psychology, Research Methods, and courses in Biological Psychology.

Todd Negola, Psy.D., California School of Professional Psychology, 1998

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Dr. Negola has been an Adjunct Instructor in Psychology at Penn State Altoona since 2013. He has extensive experience as a clinician, including with prison populations, and has studied gangs. He teaches courses in Forensic Psychology and The Psychology of Gangs.

Brad Pinter, Ph.D., University of North Carolina at Chapel Hill, 2002, Associate Professor of Psychology and Program Coordinator.

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Dr. Pinter has been a faculty member at Penn State Altoona since 2004. His research interests encompass several areas in social psychology. One line of research focuses on the self-enhancement bias in memory. Dr. Pinter has demonstrated that people are less likely to remember information related to the self that is negative rather than positive. Interestingly, this bias seems not to apply to memory for other people. He has extended knowledge on this topic, showing that the bias is attenuated when negative feedback originates from a close friend. Presumably this occurs because ignoring negative feedback is more difficult in close relationships. A second line of research focuses on intergroup conflict. Dr. Pinter has demonstrated that intergroup interactions are often more conflict-prone than interindividual interactions. Specifically, in the context of laboratory social dilemmas, groups make more selfish decisions and express more animosity than individuals. Dr. Pinter has recently shown how certain personality characteristics related to morality impact behavior in social dilemmas. Counterintuitively, the traits that are associated with moral behavior in interactions with individuals are the same traits that promote immoral behavior in interactions with groups. Dr. Pinter also teaches Research Methods, Senior Capstone, and courses in Social and Personality Psychology.