

**UNIVERSITY
OF HARTFORD**

COLLEGE OF ARTS AND SCIENCES

YOUR PSYCHOLOGY CAREER

**A HANDBOOK FOR
PROSPECTIVE PSYCHOLOGY MAJORS**

Edition 2016-2017

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WELCOME

Welcome to the Department of Psychology at the University of Hartford. You have selected a strong training program in your field that places great emphasis on conceptual as well as applied aspects of psychology.

We value your participation and contribution to the Department and we want you to make full use of the facilities and services that are available. Get to know your faculty, advisors, staff, and fellow students. Attend as many curricular functions as you can. Get connected with your program and learn as much as you can while pursuing your degree.

This handbook is intended to be used in conjunction with the University's Undergraduate Bulletin and the Source, which is published yearly by the University of Hartford. We have attempted to ascertain all of the appropriate regulations, dates, and other information available at the time of this publication. It is the responsibility of each student to be fully aware of, and adhere to, the regulations and requirements of both the Department of Psychology and the University as presented in the Bulletin. The Bulletin is available on line at <http://catalog.hartford.edu>. Also available is the Source: Student Handbook at www.hartford.edu/thesource/.

DEPARTMENT OF PSYCHOLOGY MISSION STATEMENT

The Department of Psychology at the University of Hartford is strongly student-centered and committed to engaging students in the understanding of behavior, cognition, emotion, and social interaction.

Major emphasis is placed on the development of critical thinking and analytical skills so students become adept at formulating meaningful questions, implementing strategies to enhance growth and development, and solving problems of individual and group behavior. Students are encouraged to understand, appreciate, and embrace diversity and the need for community involvement.

The department promotes self-awareness and life-long learning aimed at developing well-rounded, resourceful, ethical, competent, and compassionate graduates at all levels of education.

UNIVERSITY OF HARTFORD

The University of Hartford is an independent, comprehensive university that provides educational programs in liberal arts and professional disciplines for undergraduate and graduate students. Professional education is designed to provide concentrated knowledge and depth in a field in order to develop entry-level professional skills for productive career outlets and continuing professional growth.

The University of Hartford is composed of seven schools and colleges. Graduate programs in psychology are administered within the College of Arts and Sciences, which is committed to being a center of excellence in the teaching and learning of the basic elements of the humanities, social sciences, and physical and natural sciences.

The University of Hartford is licensed and accredited by the State of Connecticut to award the following degrees in the Psychology Department:

Bachelor of Arts in Psychology
Master of Arts in Clinical Practices in Psychology
Master of Science in Organizational Psychology
Master of Science in Organizational Psychology On-line Program
Master of Science in School Psychology/Sixth-year Certificate
Doctor of Psychology in Clinical Psychology

The Department of Psychology, following the general policy of the University of Hartford, admits students without regard to race, gender, creed, color, age, physical ability, sexual orientation, or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It complies with Title VI of the Civil Rights Act of 1964, as amended, and does not discriminate on the basis of race, gender, creed, color, age, physical ability, sexual orientation or national or ethnic origin in the administration of its educational policies, admission policies, or scholarship and loan programs, and athletics and other University-administered programs.

PSYCHOLOGY SPECIALTIES

(The following information has been copied from the American Psychological Association's booklet entitled, *Psychology: Careers for the Twenty-First Century*.)

Psychologists specialize in a host of different areas within the field and identify themselves by many different labels. A sampling of those focal areas is presented below to give you an idea of the breadth of psychology's content as well as the many different settings in which it is found. Additionally, many psychologists teach psychology in academic institutions from high schools to graduate programs in universities.

The field of psychology encompasses both research, through which we learn fundamental things about human and animal behavior, and practice, through which that knowledge is applied in helping to solve human problems. In each of the subfields there are psychologists who work primarily as researchers, others who work primarily as practitioners, and many who do both (scientist-practitioners). Indeed, one of psychology's most unique and important characteristics is its coupling of science and practice, which stimulates continual advancement of both.

Clinical psychologists assess and treat mental, emotional, and behavioral disorders. These range from short-term crises, such as difficulties resulting from adolescent rebellion, to more severe, chronic conditions such as schizophrenia.

Counseling psychologists help people to accommodate to change or to make changes in their lifestyle. For example, they provide vocational and career assessment and guidance or help someone come to terms with the death of a loved one. They help students adjust to college, and people to stop smoking or overeating. They also consult with physicians on physical problems that have underlying psychological causes.

Developmental psychologists study the psychological development of the human being that takes place throughout life. Until recently, the primary focus was on childhood and adolescence, the most formative years. But as life expectancy in this country approaches 80 years, developmental psychologists are becoming increasingly interested in aging, especially in researching and developing ways to help elderly people stay as independent as possible.

Educational psychologists concentrate on how effective teaching and learning take place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture that makes up America.

Engineering psychologists conduct research on how people work best with machines. For example, how can a computer be designed to prevent fatigue and eye strain? What arrangement of an assembly line makes production most efficient? What is a reasonable workload? Most engineering psychologists work in industry, but some are employed by the government, particularly the Department of Defense. They are often known as human factors specialists.

Forensic psychologists apply psychological principles to legal issues. Their expertise is often essential in court. They can, for example, help a judge decide which parent should have custody of a child or evaluate a defendant's mental competence to stand trial. Some forensic psychologists are trained in both psychology and the law.

Health psychologists are interested in how biological, psychological, and social factors affect health and illness. They identify the kinds of medical treatment people seek and get, how patients handle illness, why some people don't follow medical advice, and the most effective ways to control pain or to change poor health habits. They also develop health care strategies that foster emotional and physical well-being.

Psychologists team up with medical personnel in private practice and in hospitals to provide patients with complete health care. They educate medical staff about psychological problems that arise from the pain and stress of illness and about symptoms that may seem to be physical in origin but actually have psychological causes. Health psychologists also investigate issues that affect a large segment of society and develop and implement programs to deal with these problems. Examples are teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise, and poor diet.

Industrial/organizational psychologists apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development and management in such areas as strategic planning, quality management, and coping with organizational change.

Neuropsychologists explore the relationships between brain systems and behavior. For example, neuropsychologists may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. Neuropsychologists frequently help design tasks to study normal brain functions with new imaging techniques, such as positron emission tomography (PET), single photon emission computed tomography (SPECT), and functional magnetic resonance imaging (MRI). Neuropsychologists also assess and treat people. And with the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives.

Quantitative and measurement psychologists focus on methods and techniques for acquiring and analyzing psychological data. Some develop new methods for performing analysis; others create research strategies to assess the effect of social and educational programs and psychological treatment. They develop and evaluate mathematical models for psychological tests. They also propose methods for evaluating the quality and fairness of the tests.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal adjustment, the work world, and pain management. Rehabilitation psychologists have also become more involved in public health programs to prevent disabilities, especially those caused by violence and substance abuse. And they testify in court as expert witnesses about the causes and effects of a disability and a person's rehabilitation needs.

School psychologists work directly with public and private schools. They assess and counsel students, consult with parents and school staff, and conduct behavioral intervention when appropriate. Some school districts employ psychologists full time.

Social psychologists study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal relationships, including both individual and group influences, and seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others, and when these are harmful - as in the case of prejudice - suggests ways to change them. Social psychologists are found in a variety of settings, from academic institutions (where they teach and conduct research), to advertising agencies (where they study consumer attitudes and preferences), to businesses and government agencies (where they help with a variety of problems in organization and management).

Sports psychologists help athletes refine their focus on competition goals, become more motivated, and learn to deal with the anxiety and fear of failure that often accompany competition. The field is growing as sports of all kinds become more and more competitive and attract younger children than ever.

APA DIVISIONS

There are a variety of subfields in Psychology, and nearly 50 divisions representing areas of current importance in the American Psychological Association. The number represents the historical order of the division's development.

Addictions (50)
Adult Development and Aging (20)
American Psychology-Law Society (41)
Applied Experimental and Engineering Psychologists (21)
Behavioral Neuroscience and Comparative Psychology (6)
Child, Youth, and Family Services (37)
Clinical Neuropsychology (40)
Clinical Psychology (12)
Counseling Psychology (17)
Developmental Psychology (7)
Educational Psychology (15)
Evaluation, Measurement, and Statistics (5)
Exercise and Sport Psychology (47)
Experimental Analysis of Behavior (25)
Experimental Psychology (3)
Family Psychology (43)
General Psychology (1)
Group Psychology and Group Psychotherapy (49)
Health Psychology (38)
History of Psychology (26)
Humanistic Psychology (32)
Media Psychology (46)
Mental Retardation and Developmental Disabilities (33)
Military Psychology (19)
Peace Psychology (48)
Population and Environmental Psychology (34)
Psychoanalysis (39)
Psychological Hypnosis (30)
Psychologists in Independent Practice (42)
Psychologists in Public Service (18)
Psychology of Religion (36)
Psychology of Women (35)
Psychopharmacology and Substance Abuse (28)
Psychotherapy (29)
Rehabilitation Psychology (22)
School Psychology (16)
Society for Community Research and Action: Division of Community Psychology (27)
Society for Consumer Psychology (23)
Society for Industrial/Organizational Psychology (14)
Society for Personality and Social Psychology (8)
Society for the Psychological Study of Ethnic Minority Issues (45)
Society for the Psychological Study of Lesbian and Gay Issues (44)
Society for the Psychological Study of Men and Masculinity (51)
Society for the Psychological Study of Social Issues (9)
State Psychological Association Affairs (31)
Theoretical and Philosophical Psychology (24)
Teaching of Psychology (2)

The Department of Psychology encourages students to join the APA as a student affiliate. Student membership entitles students to receive monthly issues of the organization's flagship publication, *American Psychologist*, and its monthly newspaper, *The APA Monitor*. These publications will help students stay up-to-date with issues and current events in psychological science, as well as to prepare

them for training and/or careers in psychology. Information is available in the department's main office or at apa.org, or you may call the membership department at 1-800-374-2721.

EMPLOYMENT OUTLOOK

Psychology is a discipline with a bright future. Opportunities for work in psychology are expanding in number and scope. The move toward preventing illness, rather than merely diagnosing and treating it, requires people to learn how to make healthy behavior a routine part of daily life. Indeed, many of the problems facing society today are problems about behavior, for example, drug addiction, poor personal relationships, violence in homes, schools, and communities, and the harm we do to our environment. Through careful collection of data, analysis of data, and development of intervention strategies, psychologists contribute solutions to human problems.

In addition, an aging America is leading to more research and practice in adapting our homes and workplaces for older people. The promises of the electronic revolution demand more user-friendly technologies and training. More women in the workplace calls for employers to accommodate the needs of families. Psychologists are helping employers to make the changes that are needed. The diversity of America today calls for psychologists to develop and refine therapies to meet the unique needs of different ethnic groups. Furthermore, research advances in learning and memory, and the integration of physical and mental health care, make psychology more exciting than ever.

Most psychologists say they love their work. They cite the variety from day to day and the flexibility of their schedules. They are thrilled by the exciting changes taking place in the field. Most of all, they are committed to helping people manage the ups and downs of daily life.

The study of psychology is also good preparation for many other professions. Many employers are interested in the skills that psychology majors bring to collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

BACHELOR'S GRADUATES

Some students stop with a bachelor's degree in psychology and find work related to their college major. For example, they may be assistants in rehabilitation centers. If they meet state certification requirements, they can teach psychology at the high school level.

The study of psychology at the bachelor's level is also a fine preparation for many other professions. 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. "Once you learn the principles of human behavior," says a banker with a bachelor's degree in psychology, "they're always at the top of the mind," ready to be used. You don't have to stumble across them by accident.

Psychology majors also often possess good research and writing skills, are good problem solvers, and have well-developed, higher-level thinking ability when it comes to critically evaluating information. Most find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and computer programming. They work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers, and writers. Two-thirds believe their job is closely or somewhat related to their psychology background, and that their jobs hold career potential.

MASTER'S GRADUATES

The number of psychology students who pursue a terminal master's degree has increased steadily since 1960. Competition for positions in psychology-related jobs is keen; nevertheless many with a master's degree in psychology find such work. Many handle research and data collection and analysis in universities, government, and private companies. Others find jobs in health, industry, or education, the primary work setting for psychology professionals with master's degrees. Industry and government jobs in compensation, 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 are available to those holding a doctoral degree. Although the number of doctoral graduates has at least doubled over the past 12 years, the demand continues to meet the supply. 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 the last decade have been in the subfields of clinical, counseling, school, health, industrial, and educational psychology. As a consequence, proportionately fewer new doctorates have headed into faculty positions than in the past.

OUTSIDE THE CLASSROOM

PSI CHI/Psych Society

Psi Chi, the International Honor Society in Psychology, has an active chapter at the University. The purpose of the organization is to honor student excellence and to promote psychology on campus. Psi Chi members collaborate with Psych Society, the psychology club open to all students, to engage students and the greater community to enjoy and explore the exciting field of psychology. The Psych Society is open to all students and it engages students and the greater community to enjoy and explore the exciting field of psychology through activities, talks, discussions, community service activities, and more. We encourage students to get involved in Psych Society early in their coursework and to connect to the many opportunities available to members. Joining Psi Chi requires that the student is at least a second-semester sophomore, has taken three psychology courses, and meets a GPA requirement in both psychology courses and in cumulative grades. Students who qualify for membership are encouraged to join this association, not only for immediate benefits, but for future professional opportunities especially with regard to graduate school and employment. Membership in Psi Chi may enhance a student's application to graduate school by demonstrating motivation and involvement, and there are also intrinsic benefits of interacting with other students in these groups.

OTHER DEPARTMENT ACTIVITIES

The Department sponsors and supports numerous professional and social activities throughout the year. Watch for announcements regarding upcoming events such as brown bag lunches on various topics, colloquia, and others. Scheduled activities will be posted in and outside the student lounge (E 205) across from the Psychology Office.

ACADEMIC RESOURCES

1. University and program resources for students who need or want to improve writing and language skills include the following:
 - The Center for Reading and Writing: The Center for Reading and Writing is located on the first floor of the Library and provides professional and peer consultation and individualized assistance with writing and editing skills (<http://www.hartford.edu/crw/main.htm>).
 - The English Language Institute: The Institute is specifically charged with providing assistance to international students who need to improve their English language skills (<http://www.hartford.edu/eli>).
2. Access-Ability Services: This office provides support and accommodations to students with disabilities. All services are confidential. For more information, call 860-768-4137 or see http://www.hartford.edu/student_affairs/departments/accessibility_services/

CAMPUS INFORMATION SOURCES

The University Website, created and maintained by the Office of Communication www.hartford.edu, highlights campus news and events and is the main source for emergency announcements.

UNotes is an on-line newsletter published daily during the school year for the University community. www.hartford.edu/daily.

University Media: The Informer is the University's student-run newspaper, published weekly during the academic year. Other student-run media includes *STN Channel 2*, which produces a live newscast every Friday afternoon, and *WSAM radio* (610 AM, and 106.3 FM). *WWUH radio* (91.3 FM) operates as a community service of the University of Hartford, and is managed by students and community volunteers.

University of Hartford CareerBridge and Career Services Office (GSU 309, x4287): Career Services can work with you to view a listing of jobs and help you register for CareerBridge to begin your search. Career Services provides students with notices of career fairs and workshops, career information, planning, help with cover letters and resume preparation, internships, job search strategies, mock interviews, networking and self-assessments, and assistance in arranging placement interviews. Academic and career counseling is also provided by each student's academic advisor and other faculty in the Department of Psychology. To contact career services, go to http://www.hartford.edu/career_services/ or 860-768-4287.

ACADEMIC PROGRAM
BACHELOR OF ARTS IN PSYCHOLOGY
UNDERGRADUATE PSYCHOLOGY MAJOR AND MINOR
(2015-2016 or later)

Requirements for the Major (38 Credits)

Requirements for the Minor (18 Credits)

PSY 105	Introduction to Psychology (3 cr.)	PSY 105	Introduction to Psychology (3 cr.)
PSY 372	Statistics for Psychology (4 cr.)		
PSY 470W	Research Methods for Psychology (4 cr.)		
PSY 405	History and Systems (3 cr.)		
Plus.....	One course from each of the following:	Plus.....	One course from three of the following:
	Developmental Domain (3 cr.)		Developmental Domain (3 cr.)
	Biological Domain (3 cr.)		Biological Domain (3 cr.)
	Cognition & Learning Domain (3 cr.)		Cognition & Learning Domain (3 cr.)
	Social and Cultural Domain (3 cr.)		Social and Cultural Domain (3 cr.)
	Personality & Individual Differences Domain (3 cr.)		Personality & Individual Differences Domain (3 cr.)
Plus.....	3 additional electives from the 5 domains above, the Applied Psychology domain, or the Advanced Studies in Psychology electives. (9 cr.)	Plus.....	2 additional electives from the 5 domains above, the Applied Psychology domain, or the Advanced Studies in Psychology electives. (6 cr.)
		Note:	At least 1 course requirement in the minor must be taken at the 300-level.

NOTE: PSY 132, 232, 332, 333 and EDY 245 are courses that *do not* count towards the Psychology major or minor. Only one course from the experientially based courses can be applied toward the major. These include Student Internship (PSY 384, 385, 484, 485) and Independent Study (PSY 489). After the first course, experiential courses will be counted as a free elective toward graduation requirements.

All courses taken by declared psychology majors or minors to satisfy the major/minor requirements must be taken for a letter grade. They may not be taken on a Pass/No Pass basis. Other psychology courses not counted toward the major or minor may be taken on a Pass/No Pass basis. Transfer students in Psychology must meet department core requirements, and must take a minimum of 15 psychology credits as a major, or 6 psychology credits as a minor above PSY 105 within the Department of Psychology at the University of Hartford.

In order to graduate, a psychology major or minor must earn an overall GPA of 2.25 or better in psychology courses presented for the major or minor. Not all courses must be C- or above, but the average must be 2.25 or above.

Selected first level graduate courses (PSY 500s) may be taken by senior psychology majors with written permission of the Department Chair. An undergraduate who takes a graduate course for undergraduate credit must complete a "CHANGE OF COURSE LEVEL IN ACADEMIC HISTORY" form available in the A & S Evaluator's Office (H204), and take it to the Registrar for the grade to be processed.

Writing Requirements

Psychology majors must complete two writing courses. A "W" will appear after the course number to indicate these courses. These courses may be used to fulfill the College's writing requirement.

PSYCHOLOGY DOMAINS and ELECTIVES

Developmental (3 credits) Choice of:

PSY 215 Lifespan Development
PSY 240 Infant and Child Development
PSY 241 Adolescent and Adult Development
Approved Special Topics Courses

Biological (3 credits) Choice of:

PSY 210 Physiological Psychology
PSY 311 Brain and Behavior
Approved Special Topics Courses

Cognition and Learning (3 credits) Choice of:

PSY 222 Behavior and Behavior Change
PSY 320 Thinking, memory, and problem solving
PSY 425 Motivation and Emotion
Approved Special Topics Courses

Personality and Individual Differences (3 credits) Choice of:

PSY 255 Personality Psychology
PSY 260 Psychology of Adjustment
PSY 262 Abnormal Psychology
Approved Special Topics Courses

Social and Cultural (3 credits) Choice of:

PSY 252 Social Psychology
PSY 257 Multicultural Psychology
Approved Special Topics Courses

***Three additional courses from any of the domains (above) or electives (below) are needed (9 credits).**

Applied Psychology (3 credits) Choice of:

PSY 205 Career Development
PSY 247 Psychological Aspects of Death and Dying
PSY 248 Psychology of Gender
PSY 253 Psychology Applied to the Workplace
PSY 258 Human Sexual Behavior
PSY 260 Psychology of Adjustment
PSY 261 Stress and Stress Management
PSY 265 Sports Psychology
PSY 323 Health Psychology
PSY 465 Clinical and Counseling Psychology

Advanced Studies in Psychology (3 credits) Choice of:

PSY 384 Student Internship (Fall Junior – experiential)
PSY 385 Student Internship (Spring Junior – experiential)
PSY 484 Student Internship (Fall Senior – experiential)
PSY 485 Student Internship (Spring Senior – experiential)
PSY 487 Honors Seminar
PSY 488 Honors Thesis
PSY 489 Independent Study (experiential)

SUGGESTED CURRICULUM FOR A B.A. DEGREE IN PSYCHOLOGY

First Year

	Fall		Spring	
PSY 105	3		PSY domain course (1 st of 5)	3
FYS 100	3		WRT 110	3
Info. Tech. Literacy Course	3		Lab Science (Bio 111 recommended)	4
Math course	3		Social Science/Humanities elective	3
AUCA/AUCC/AUCW	3		AUCA/AUCC/AUCW	<u>3</u>
DIA 100	<u>1</u>			16
	16			

Sophomore

	Fall		Spring	
PSY domain course (2 nd of 5)	3		PSY domain course (3 rd of 5)	3
PSY elective (1 st of 3 required)	3		PSY elective (2 nd of 3 required)	3
Social Science/Humanities elective	3		Humanities elective	3
AUCA/AUCC/AUCW	3		AUCT (but not AUCT150)	4
WRT 210	<u>3</u>		Social Science elective	<u>3</u>
	15			16

Junior

	Fall		Spring	
PSY 372	4		PSY 470W	4
PSY domain course (4 th of 5)	3		PSY domain course (5 th of 5)	3
Humanities elective	3		Citizenship/Community course	3
Arts course	3		Elective or PSY 487	3
Elective or PSY 384/489	<u>3</u>		Elective or PSY 385/489	<u>3</u>
	16			16

Senior

	Fall		Spring	
PSY 405	3		PSY elective or PSY 500s*	3
PSY elective (3 rd of 3 required)	3		Electives or PSY 485/489	6
Elective or PSY 484/488/489	3		Electives or HON 494	3-6
Writing Intensive elective	3			12-15
Diversity course	<u>3</u>			
	15			

In order to graduate, a psychology major must earn a GPA of 2.25 or better in psychology courses constituting the major.

Psychology majors should take the introductory course PSY 105 prior to other courses. At least one PSY course must come from each of the five Domains (Biological, Cognition & Learning, Developmental, Personality & Individual Differences, and Social & Cultural).

PSY 372 and PSY 470W must be taken in order. Psychology majors must earn a grade of C- (or above) in PSY 372 and PSY 470W. PSY 470W satisfies one of two writing intensive course requirements. A second writing intensive course must also be taken.

Only one experiential course can be applied toward the major or the minor. After the first course, additional experiential courses will be counted as a free elective toward graduation requirements.

*A PSY 500-level course may be taken by seniors who have demonstrated superior performance in courses in the major with permission of the department.

PSYCHOLOGY HONORS PROGRAM

The Psychology Honors Program provides students of proven academic superiority further opportunities to explore topics in depth under the supervision of a faculty member. This program, acquaints students with current literature on a special topic of interest to the student, further develops their research and writing capabilities in the field of psychology, and prepares students to undertake an honors thesis.

In addition to completing the requirements for a major in psychology, Honors program students must graduate with an overall GPA of 3.0 and a GPA of 3.0 in psychology and must complete the following (1) PSY 384, 385, 484, 485, or 489; (2) PSY 487; and (3) PSY 488.* The Psychology Honors program is separate from the University Honors program.

The program is a valuable prelude toward graduate study in psychology. Undergraduates planning to attend graduate school who meet the Honors Program admission requirements are strongly encouraged to apply to the Psychology Honors Program.

*Students who pursue both psychology honors and University honors must complete PSY 487 Honors Seminar, HON 493-Thesis Research, and HON 494-Honors Thesis

Applicants must:

1. Be juniors or first semester senior psychology majors.
2. Have completed at least 15 credits in psychology (including PSY 270W and PSY 372) with an overall GPA of 3.0 and a GPA of 3.0 in psychology. PSY 372 may be taken concurrently with the Honors Seminar.
3. Have the recommendation of a faculty member of the Department and the approval of the Department Chair.

COURSE DESCRIPTIONS

Prerequisites for each course are noted.

PSY 105 Introduction to Psychology (3) This course discusses what factors have shaped who you are today. How does the brain work? What is the nature of prejudice? We will discuss these and other core questions related to the concepts, theories and methods of psychology. Topics include history; methodology; biological bases of behavior; development; sensation and perception; consciousness; cognition, social and personality psychology and psychological disorders. (Please note that it is a requirement in PSY 105 that all students participate as a subject in at least one experiment within the Department during the semester or discuss an appropriate alternative with the course instructor.)

PSY 210 Physiological Psychology (3) This course is an introduction to the physiological bases of behavior in normal psychological functioning. Topics include neuron structure and function, functional neuroanatomy, drugs and behavior, and the physiology of hunger, sex, sleep, emotion, reward/punishment, language, and learning and memory. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 215 Lifespan Development This course discusses if you are you the same person that you were at age 3 or 14. How do people change over time? In this course, development across conception to death is examined. Special attention is devoted to the normative cognitive and social-emotional changes that occur across infancy, toddlerhood, adolescents, and adulthood. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 222 Behavior and Behavior Change (3) Theories of learning focus on how and why behavior changes due to experience. The goal of this course is to present students with an introduction to basic theories and principles of learning with applications in the field of business, parenting, education and psychotherapy. Topics include Pavlovian procedures, reinforcement, vicarious learning, and extinction of behaviors. The focus of the course is on the role of learning in the adaptation of beings to a changing environment. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 240 Infant and Child Development (3) Child growth and behavior from the prenatal period to puberty are studied. The effects of heredity and environment on the motor, language, social, and emotional development of children. Emphasis is placed on the concept of the developing "self" and its effects on behavior. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 241 Adolescent and Adult Development (3) The individual during the period of transition from childhood to adulthood. Includes physical changes, mental growth, changes in emotional reaction, personality development, and the changing nature of social relationships. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 247 Psychological Aspects of Death and Dying (3) Coming to terms with death is the supreme psychological challenge individuals must face in their personal lives and in the interrelationships within families. This course examines ways in which individuals deal with death and with its consequences of grief and mourning. Subjects to be covered include the "normal" deaths of old age and the special problems of coping with death in the young due to accidents, illnesses, and the modern crisis of AIDS. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 248 Psychology of Gender (3) Analysis of the roles of physiological, psychological, and social factors in the definition of gender and sex-role related behaviors. Representative theories and research into sex differences and similarities are reviewed. The concepts of masculinity, femininity, and androgyny in today's rapidly changing society are discussed. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 252 Social Psychology (3) The social and cultural factors affecting human behavior, with particular emphasis on their effects on motivation, personality, attitudes, and opinions. Social interaction processes, including group dynamics, are also studied. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 253 Psychology Applied to the Workplace (3) The application of the scientific method to human problems in the workplace. Major areas of emphasis include: motivation; job satisfaction; selection; training; evaluation; equipment design; and consumer behavior. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 255 Personality Psychology (3) Overview of the major theoretical and empirical research in personality and individual differences. Topics include the development and determinants of personality; the consistency of behaviors across situations and over time; the concepts of the self and the unconscious; and psychoanalytic, humanistic trait, existential, behavioral, and social-learning perspectives. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 257 Multicultural Issues in Psychology (3) A psychological analysis of the impact of multiculturalism on the development of the individual and the implications on personal adjustment and growth. Topics will include ethnic and gender issues as well as other multicultural issues. The course will be structured to permit open discussion and critical reflection grounded on personal experience and scholarly readings. Emphasis will be placed on: clinical practice in multicultural settings; diversity in the workplace; and multiculturalism and education. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 258 Human Sexual Behavior (3) This course will emphasize the intrapersonal, interpersonal and societal aspects of human sexual behavior. Topics will include, but are not limited to the development of sex roles, sexuality across the age span, sexual attitudes, sexual arousal and dysfunction, variations of sexual orientation, legal and economic issues, and research methods. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 260 Psychology of Adjustment (3) The human adjustment process. Elements in normal personality development are examined. Reactions to the typical stresses and frustrations in normal living situations are studied with the view toward understanding effective adjustments, as well as defensive behavior. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 261 Stress and Stress Management (3) This course examines stress in contemporary society and the relationship between stress and well-being. Examines how persons respond to stress, the effect of long-term stress, situations and attitudes which lead to stress, and strategies for reducing stress in daily life. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 262 Abnormal Psychology (3) The characteristics, course, and treatment of a variety of psychological and related disorders are introduced. A biopsychosocial approach that integrates research on biological, psychological, and social factors in understanding the causes and treatments of abnormal behavior. Case studies are used frequently to illustrate symptoms, causes, and treatments of psychological problems. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 265 Sports Psychology (3) Sports Psychology, defined as the application of psychological principles to athletic endeavors, focuses on improving athletic performance, maintaining athletes' mental health in the stress of competition, establishing communication within the athletic system, developing effective coaching behavior, and optimizing team performance. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 290-295 Special Topics in Psychology (All 3) Selected topics varying from year to year in accordance with the needs of the curriculum and the availability of specialists in such topics. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174).

PSY 311 Brain and Behavior (3) An introduction to the field of biopsychology with emphasis on the relationship of this specialty to all areas of psychological research. Topics include: brain structure and function; techniques for studying brain/behavior relationships; sensory and motor systems; neurobiology of behavior, including mood, emotion, sleep, learning, memory, language and attention, and biological bases of mental illness. Disorders of the human nervous system are introduced throughout. Prerequisite: One 200-level PSY course.

PSY 320 Thinking, Memory and Problem Solving (3) This course provides an introductory survey of the field of cognitive psychology with emphasis on problems of current interest. Topics include: perception; mental imagery; memory; cognitive skills; problem solving; reasoning; language; creativity; and social cognition. Areas of application of principles (for example, in education, therapy, communications, etc.) are discussed. Prerequisites: One 200-level PSY course.

PSY 323W Health Psychology (3) An examination of the contributions psychology offers medicine and related health professions with emphasis on the etiology of a recovery from physical illness, as well as the promotion of health. Topics covered will include: pain; cardiovascular disease; smoking; alcohol; eating disorders; exercise and fitness. This course is open to all students and should be particularly relevant to health, business and education majors. (Writing intensive course.) Prerequisites: One 200-level PSY course.

PSY 372 Statistics for Psychology (4). A study of the research process in psychology, providing more complex research activities in and out of the laboratory with a focus on ethical issues and control. Coverage of statistical topics will be extended to include advanced inferential and correlation methods. Prerequisite: Permission of instructor. Prerequisites: Introductory Psychology (PSY 105, 101 or 102, PSB 111, or HON 173 or 174) and (WRT 111 or 210, RPW 111 or 210, ENB 210, or HON 183 or 210). Laboratory Fee.

PSY 380 Contemporary Studies in Psychology (3) Concentrated studies in contemporary psychology such as: decision making, intervention methods, gender issues, developmental issues, and health issues. Students may repeat this course as the topics meet their individual curricula needs. Prerequisites: One 200-level PSY course.

PSY 384, 385 Student Internship (Junior Year) (3,3) This course provides supervised work experience for qualified juniors in psychology. The agencies where students will work may include, but are not limited to, alcohol and drug treatment programs, community mental health clinics, mental hospitals, schools for handicapped children, schools for emotionally disturbed children, criminal justice treatment centers, and industrial settings. Graded on a Pass/No Pass basis. Prerequisites: GPA of at least 2.75, both overall and in psychology, three courses in psychology above the introductory level, and permission of the Department's Director of Internship Training.

PSY 405 History and Systems in Psychology (3) A review of the origins of psychology as a science. Major theories of human functioning are presented in connection with the people and events that produced them. Prerequisites: Five courses in psychology above the introductory level.

PSY 425 Motivation (3) The phrase "motivational techniques" is being applied to an ever increasing number of activities in areas such as business, personal development, sports, and health. Traditionally, the study of motivation has been concerned with factors that influence the arousal, direction, and persistence of behavior. This course provides an overview of the biological, learned, and cognitive factors that help energize our actions and encourages a critical appraisal of the psychological foundations of popular motivational programs. Prerequisites: Five courses in Psychology above the introductory level.

PSY 465 Clinical and Counseling Psychology (3) This course is designed to provide an exploration of those theories, principles, and practices involved in the practice of clinical and counseling psychology. The course examines historical foundations, the four major theoretical models in clinical and counseling psychology (e.g. psychodynamic, behavioral and cognitive behavioral, humanistic, and family systems), stages of psychotherapy, areas of specialization, ethical standards, and graduate training and professional practices. Prerequisites: Introductory Psychology and three courses above the introductory level.

PSY 470W Research Methods for Psychology (4) The second course in the research methodology sequence applies the principles of research design to the study of contemporary psychological issues. In this capstone course, independent projects allow students to gain first hand research experience. Prerequisites: C- or above in PSY 372 or permission of instructor. (Writing -intensive course.) Laboratory Fee.

PSY 484, 485 Student Internship (Senior Year) (3,3) This course provides supervised work experience for qualified seniors in psychology. The agencies where students work may include, but are not limited to, alcohol and drug treatment programs, community mental health clinics, mental hospitals, schools for handicapped children, schools for emotionally disturbed children, criminal justice treatment centers, and industrial settings. Graded on a Pass/No Pass basis. Prerequisites: GPA of at least 2.75, overall and in psychology, five courses in psychology above the introductory level, and permission of the Department's Director of Internship Training.

PSY 487 Honors Seminar (3) Seminar will focus on selected topics of major contemporary interest in the field. The instructor of record may utilize other faculty members from the Department who have special expertise in the area for presentation to the seminar participants. Prerequisite: Admission to the Honors Program in Psychology.

PSY 488 Honors Thesis (3) Preparation of an honors thesis/project under the supervision of a Departmental advisor and defense of the thesis/project before a Departmental Honors Committee. Prerequisite: PSY 487.

PSY 489 Independent Study (1, 2, or 3) For superior students. Projects are selected by the students with permission of the instructor. Emphasis on individual study of the literature, and, where appropriate, research work. A meeting with the faculty advisor is held each week for discussion of methodology, review of recent developments in psychology, and presentation of student progress reports. Prerequisites: Junior or senior standing and permission of instructor.

PSY 490-495 Selected Topics in Psychology (1-3) Selected topics in psychology, varying year to year according to the needs of the curriculum, interest of individual students, and the availability of specialists in such topics. Prerequisites: Three PSY courses above the introductory level.

RESEARCH OPPORTUNITIES and RESOURCES

The Department encourages students to become involved in a variety of research and other professional activities. Many of our faculty welcome the opportunity for collaboration on studies that they have underway, in addition to developing new joint ventures. Approval from the Scheduling Office of the University must be obtained by students seeking to use classrooms for research projects. Use of the observation rooms on the second floor of East Hall can be scheduled through office staff of the Psychology Department.

Students who are interested in the scientific aspects of psychology, or who plan to apply to graduate school in psychology, should seriously consider getting involved in research activities in some fashion. One way to do this is to identify a faculty member who has an interest in an area similar to yours. Our faculty has a wide

range of interests. See a listing of faculty interests starting on page 39. Discuss your common interest and enroll in an independent study course (PSY 489) under her or his supervision. An independent study project can be an empirical study or an integrative literature review.

Another way of getting involved in research is to volunteer as an assistant in a faculty member's research. Such an experience may introduce you to areas that you had not previously considered, enable you to experience the satisfaction and excitement of discovery, and hone your research skills.

COMPUTER LABS

A computer walk-in lab for student use is located on the first floor of East Hall, room 107. If you wish to use the printer you must have your ID card programmed with dollars (Hawk cash). This can be done at the ID office (GSU 112) or Mortensen Library. Additional computer labs are located at Auerbach Hall, room A113; Computer Learning Center, room CC113 & CC114; Mortensen Library, main floor and Dana Hall, room 412. Hours vary per location and are subject to change. Call the computer support line (x4357) for specific hours, or check their website at <http://its.hartford.edu>.

INTERNSHIPS AND WORK CO-OP

The Department encourages students to explore internships and/or work co-op programs because these field experiences broaden and enhance the knowledge obtained in formal psychology classes. Juniors and Seniors with a GPA of at least 2.75, both overall and in psychology, who have three - five courses in psychology above the introductory level, and who have permission of the Director of Internship Training may participate in this program. For additional information please contact the Department's Director of Internship Training, East Hall, 203. Only one internship may be applied to the major, but others may be used as free electives toward the bachelor's degree.

An internship involves actual work in a professional setting that meets the student's needs (the choice is made jointly by the Coordinator of Academic Services and the student). Requirements include a minimum of 100 hours of work per semester, an evaluative term paper, and a daily log. Internship settings have included:

Aetna Insurance Company
Connecticut Halfway Houses, Inc.
Connecticut Prison Association
Hamilton Standard (Division of United Technologies)
Traveler's Insurance Company
Hartford Hospital Psychiatric Wing
Hebrew Home and Hospital
Institute of Living - a full service private psychiatric hospital
St. Francis/Mt. Sinai Hospital
University of Hartford Department of Human Resource and Development
University of Hartford Peer Facilitator Program
Village for Families and Children

GRADUATION

GRADUATION REQUIREMENTS

Graduation requirements in all programs include completion of the indicated total number of credit hours in that program with a GPA of 2.25 or higher. All academic courses applied toward the degree must be taken on a letter-grade basis unless specifically exempted by the Department Chair and the Dean's Office.

UNIVERSITY GRADING SYSTEM

The assigning of the value of the numerical grade to the letter grade is the responsibility of the individual professor. Grades based on the following system are reported and recorded at the end of each semester.

A.....4.00	C.....2.00	I.....Incomplete
A-.....3.67	C-1.67	P.....Pass
B+.....3.33	D+.....1.33	NP.....No Pass
B.....3.00	D.....1.00	W.....Withdrawal
B-.....2.67	D-.....0.67	NG.....No Grade Issued
C+.....2.33	F.....0.00	NR.....No Report from Instructor

The policy regarding assigning plus and minus grades, or grades lower than C in graduate programs, is to be determined by the individual school or college. Grades in the A range are excellent; the B range, good; the C range, fair; the D range, poor; F is a failure.

DEGREE EVALUATION

During the summer following the third year in the program, each student should check with their advisor to insure that they are meeting all degree requirements, and to allow time to make any necessary changes in the planned coursework. A written summary of each student's coursework evaluation is sent to the advisor from the Dean's Office and is included in the student's file.

GRADUATION FEE

A fee of \$ 208.00 is payable with application for a degree and includes cap-and-gown rental. If the candidate has paid the fee and does not graduate at the end of the initial semester of eligibility, the fee will be held and credited as payment for graduation during either of the following two consecutive semesters, including the summer session. If the candidate has not completed degree requirements during this time period, no refund will be granted, and a new fee will be charged. For graduation applications received after submission deadlines, the fee is \$ 225.

Additional information about graduation may be found at the Registrar's website: <http://www.hartford.edu/arts-events/commencement/>.

CULTURAL OPPORTUNITIES

The University of Hartford has gained a wide reputation for the quality of cultural activities and fine arts exhibitions which take place on campus. ***Most events are free or discounted to students.*** Over 400 performances in the form of student and faculty concerts, recitals, and opera productions are presented each year at the Hartt School for the enjoyment of the Greater Hartford public and the University community. The Joseloff Gallery and the Taub Gallery of the Hartford Art School exhibit works by student, faculty, and guest artists and conduct a visiting artist program, present films, workshops, and other special events.

University Players, the student theatre group, presents various stage productions on campus during the fall and spring semesters. Outstanding films are screened frequently during the academic year. In addition, the University offers lecture series, debates, seminars, and special exhibitions. A growing African-American Music Program has made it possible for the entire campus to become

better acquainted with this music form that has so uniquely enriched the offerings of American musicians.

Reservations can be made through the Lincoln Theater box office with your ID card. The performance and events calendar can be found at <http://harttweb.hartford.edu/boxoffices.aspx>.

In addition to on-campus events, there are many cultural activities in and around the greater Hartford area. There are several stage theaters such as the Bushnell, Hartford Stage and Theaterworks. The Bushnell hosts popular New York stage productions as well as concerts. There are also several art museums: The Wadsworth Athenaeum Art Gallery in downtown Hartford is nationally known for their displays of famous artists. The New Britain Museum of American Art has a large offering of artwork and displays of American artists, and the Yale Art Gallery in New Haven is also very well known for its varied collections.

SPORTS CENTER

The Sports Center encompasses approximately 130,000 square feet of space designed to meet the recreational, intramural, intercollegiate, and fitness needs of the University community. Highlights of the Center include a main competition court with seating for approximately 4,500 spectators, a main arena with four multi-purpose courts and a 25-yard, eight-lane indoor swimming pool with one 3-meter and two 1-meter diving boards. There are extensive facilities with strength and conditioning equipment, a free weight room, racquetball courts and a squash court, multi-purpose rooms for various activities, and locker rooms with saunas. In addition, the Center has a pro-shop, concession areas, batting and golf practice cages, classroom facilities for sports and leisure studies, and offices for coaches and staff.

Adjacent to the building are the Yousuf Al-Marzook Athletic Fields. These multi-purpose fields are used for intercollegiate team practices and competitions. Adjacent fields are used for fitness and leisure classes and intramural sports. The Mary Baker Stanley Pool, a twenty-five meter outdoor swimming pool, and six lighted and screened permaturf surface tennis courts are also available for recreational and athletic use by the University community.

Memberships are free to undergraduate students with a valid ID. They are available for graduate students for a small fee. The membership is good from Sept. 1 through June 30. Additional information can be found at <http://uhaweb.hartford.edu/sportsctr/home%20page.html>, or the Sports Center Lobby at 860-768-5050.

DINING FACILITIES

University Commons is centrally located to all residence halls and is a dine-in dining hall. This all-you-care-to-eat facility offers a variety of cutting-edge American entrees, ethnically-inspired foods, vegetarian selections, and more. *Monday–Friday: 7am–8pm. Saturday and Sunday 7–9 pm.*

Gengras Café is a walk-through bistro located in the Gengras Student Union. Visit the Food Court for favorites like Grille Works and Pan Geos Pasta. Bene Pizza serves great pizza specialties, calzones, and its signature Asiago rolls. Also enjoy homemade soups, fresh salads, and sushi to go. *Monday–Thursday: 11 am–7pm; Friday 11am–2 pm.*

Starbucks at the Goodwin Café located in Mortensen Library and is open during library hours.

Subway is located at Konover Campus Center. Hours are *Monday–Friday: 11:00 am –1:30 pm.*

1877 Club Restaurant, in the Harry Jack Gray Center, offers an upscale buffet menu in a restaurant-style setting. Dining Dollars and Hawk Cash are accepted. *Tuesday-Friday: 11:30 am-1:30 pm.*

Village Market is centrally located in the heart of the campus at Konover Campus Center. They offers a vast array of products, from fresh-baked breads and bulk candy to a full line of dairy products, health and beauty aids, kosher and organic food sections, and more. *Monday- Sunday: 11am-1:30am.*

Hawk's Nest, in the lower level of University Commons is our late-night restaurant. It is a popular place for students to socialize with their friends, watch large-screen TV, and enjoy live entertainment. It features Pizza Hut, burgers, chicken sandwiches, fresh salads, Colombo frozen yogurt, and a variety of snacks. *Monday –Sunday: 5 pm-10:30 pm.*

Backstage Café, located in the Handel Performing Arts Center on our Albany Avenue campus. This café serves sandwiches and coffee in a comfortable atmosphere. *Mon-Fri.: 9 am-7pm, Sat/Sun: 8 am-4pm.*

CAMPUS QUICK REFERENCE WEBSITE DIRECTORY

ACADEMIC	
Academic Schedule of Classes	http://www.hartford.edu/academics/
Bookstore	http://www.hartford.edu/graduate/studentresources/bookstore.aspx
Campus Maps	http://www.hartford.edu/visitingcampus/campus_maps.aspx
Final Exam Schedule	http://www.hartford.edu/aboutuofh/office_of_provost/registrar/files/pdf/fall_2016_final_exam_schedule.pdf
Undergraduate Bulletin	http://catalog.hartford.edu
Undergraduate Programs and Handbook	http://www.hartford.edu/A_and_S/departments/psychology/default.aspx
Commencement	http://www.hartford.edu/arts-events/commencement/
Registration, check grades, schedule of classes, forms	http://banweb.hartford.edu
Schedule of Classes	http://new.hartford.edu/academics/schedule_classes/
GENERAL INFORMATION	
Bursar's Office	http://uhaweb.hartford.edu/bursar/welcome.html
Closings & Announcements	http://uhaweb.hartford.edu
Information Technology Services (ITS)	<i>Hours and summary of service:</i> http://its.hartford.edu/default.htm
Public Safety / Parking Permits	http://publicsafety.hartford.edu/publicsafety
The Source Book	http://www.hartford.edu/thefsource/
University Website	http://www.hartford.edu
UNotes	http://www.hartford.edu/daily
RESOURCES	
Access-Ability Services	http://www.hartford.edu/student_affairs/departments/accessibility-services
Career Services	http://www.hartford.edu/career_services/
English Language Institute	http://www.hartford.edu/eli
Facebook (Psych. Dept.)	http://www.facebook.com/#!/UofHartfordPsychDept?ref=hl
Mortensen Library	http://library.hartford.edu/universitylibraries/mortensen_library.aspx
Psychology Department: Handbooks	http://www.hartford.edu/A_and_S/departments/psychology/
Student Success Center	http://www.hartford.edu/ssc

<i>CULTURAL ACTIVITIES</i>	
Hartt School Events Calendar	http://harttweb.hartford.edu/events/calendar.aspx
Sports Center	http://uhaweb.hartford.edu/sportsctr/home%20page.html
Things to do – Hartford area	http://www.tripadvisor.com/
Things to do- New England	http://www.visitnewengland.com/

DEPARTMENT OF PSYCHOLOGY FULL-TIME FACULTY

- Jason R. Anastas, Ph.D. (University of Connecticut). East Hall, Room 203D, Ext. 5230, E-mail: ANASTAS@hartford.edu. Assistant Professor. Research and statistical methodologies, embodied Cognition, Cognitive Development, Sensation, Perception, and Action.
- Alice W. Cheng, Ph.D. (University of Rhode Island). East Hall, Room 203I Ext. 5148, E-mail: ACHENG@hartford.edu. Assistant Professor. Ethnic minority health disparity, Asian-American Mental Health, Alcohol and Substance Use Disorders, Multicultural Competency, Implicit Racism.
- Caryn Christensen, Ph.D. (Ohio University). East Hall, Room 204A, Ext. 5168, E-mail: CHRISTENS@hartford.edu. Associate Professor. Director, AUC Program. Cognitive Psychology, Research Methodology, Judgment and Decision Making, Expert-Novice Differences in Cognition.
- Matthew C. Costello, Ph.D. (Duquesne University). East Hall, Room 203M, Ext. 5384, E-mail: MCOSTELLO@hartford.edu. Assistant Professor. Effects of Aging on Cognition and Perception, Embodied Perception, Philosophical Psychology.
- Tony D. Crespi, Ed.D. (University of Massachusetts). East Hall, Room 203G, Ext. 5081, E-mail: CRESPI@hartford.edu. Professor. Child and Family Therapy, Professional Credentialing, Clinical Supervision and Training, School Psychology.
- Kathleen A. Crowell, Ph.D. (Utah State University). East Hall, Room 117L, Ext. 4691, E-mail: KCROWELL@hartford.edu. Visiting Assistant Professor. Mental health risk and resilience among sexually diverse populations, Theories of Personality, Abnormal Psychology, Statistics for Psychology.
- Lourdes Dale, Ph.D. (American University). East Hall, Room 117E, Ext. 5187, E-mail: DALE@hartford.edu. Associate Professor. Factors Affecting Emotion Regulation, Media and Children, Pediatric Health Psychology.
- Sarah Ketay, Ph.D. (Stony Brook University). East Hall, Room 203J, Ext. 5906, E-mail: KETAY@hartford.edu. Assistant Professor. Introductory Psychology, Brain and Behavior, Research Methods and Statistical Analysis, Cultural Psychology, Social Neuroscience, Social Interactions, Stress and Health.
- Robert M. Leve, Ph.D. (University of Maryland). East Hall, Room 204D, Ext. 5104, E-mail: LEVE@hartford.edu. Associate Professor. Clinical Child Psychology, Learning.
- Mala L. Matacin, Ph.D. (University of Cincinnati). East Hall, Room 204B, Ext. 4541, E-mail: MATACIN@hartford.edu. Associate Professor. Body Image, Behavioral Medicine/Health Psychology, Gender Issues, Stress, Eastern-based Approaches to Health and Stress.
- Kathy McCloskey, Ph.D. (Columbia Pacific University). Psy.D. (Wright State University), ABPP-Clinical (American Board of Professional Psychology). East Hall, Room 117F, Ext. 4442, E-mail: MCCLOSKEY@hartford.edu. Professor. Domestic Violence; Multicultural Development; Gay, Lesbian, and Bisexual Issues; Ethics; Forensics; Cognitive-Behavioral Therapy; Research Methodology and Design; Program Evaluation, Clinical Supervision and Consultation; Psy.D. Training Models, Administration, and Program Development; Professional Credentialing and Accreditation.

John G. Mehm, Ph.D. (University of Iowa). East Hall, Room 117H, Ext. 5224, E-mail: MEHM@hartford.edu. Director, Graduate Institute of Professional Psychology. Cognitive-Behavioral Therapy, Research Design and Statistics, Community Psychology, Psychological Assessment and Consultation.

Leonard S. Milling, Ph.D. (University of Connecticut). East Hall, Room 203F, Ext. 4546, E-mail: MILLING@hartford.edu. Professor. Associate Director, Clinical Practices in Psychology Program. Psychological Methods of Pain Control, Child Clinical and Pediatric Psychology.

Dawn E. Neese, Ph.D. (Purdue University). East Hall, room 117M, Ext. 4874, E-mail: DNEESE@hartford.edu. Assistant Professor. Director, Clinical Practices in Psychology Program. Licensed Clinical Psychologist. Outpatient Therapy; Cognitive Behavioral Therapy; Clinical Supervision; Adolescent and Young Adult Issues; Eating Disorders; Health Psychology; Military Issues.

Jessica M. Nicklin, Ph.D. (University at Albany, SUNY). East Hall, Room 203E, Ext. 5265, E-mail: NICKLIN@hartford.edu. Associate Professor. Director, MSOP On-line Program. Industrial/Organizational Psychologist. Work motivation, Organizational Justice, Work-Family Interface, Principles of Positive Psychology Applied to Work.

Anne Pidano, Ph.D. (State University of New York, Albany). East Hall, Room 117C, Ext. 5214, E-mail: PIDANO@hartford.edu. Associate Professor. Integration of Behavioral Health and Pediatric Primary Care, Clinical Training and Administration, Child and Family-Related Topics.

Elizabeth Pienkos, Psy.D. (Rutgers University). East Hall, Room 117B, Ext. 5543, E-mail: PIENKOS@hartford.edu. Assistant Professor. Psychological Assessment, Schizophrenia and Psychotic Disorders, Phenomenology, Qualitative Methods, Models of Psychotherapy.

Natalie N. Politikos, Ph.D. (University of Northern Colorado). East Hall, Room 203H, Ext. 4545, E-mail: POLITIKOS@hartford.edu. Associate Professor. Director, School Psychology Program. School Psychology, Intelligence Testing, Clinical Neuropsychology, Clinical Supervision and Training, Child Development.

Jack L. Powell, Ph.D. (University of Missouri-St. Louis). East Hall, Room 204C, Ext. 4720, E-mail: JPOWELL@hartford.edu. Professor and Chair, Department of Psychology. Social Psychology, Statistics and Research Methodology, Psychology of Religion.

Natasha K. Segool, Ph.D. (Michigan State University). East Hall, Room 203K, Ext. 5268, E-mail: SEGOOL@hartford.edu. Associate Professor. Director, Undergraduate Psychology Program. School Psychology, Cognitive Behavioral Therapy, Clinical and Counseling Practices, Childhood Anxiety.

Olga L. Sharp, Ph.D. (Bowling Green State University). East Hall, Room 203L, Ext. 4045, E-mail: OSHARP@hartford.edu. Assistant Professor. Director, Organizational Psychology Program. Industrial/Organizational Psychology, Job Performance, Occupational Stress, Research Methods.

Kelly T. Weber, Psy.D. (University of Hartford). East Hall, Room 117I, Ext. 5227, E-mail: WEBER@hartford.edu. Associate Director and Assistant Professor, Graduate Institute of Professional Psychology. Clinical Psychology, Professional Practice Issues, Clinical Training, Pediatric Psychology/Health Psychology, and Lifespan Development.